The Urban Teacher Academy Project Toolkit:
A Guide to Developing High School Teaching Career Academies

The Urban Teacher Academy Project

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- **The Walton-Lehman Pre-Teaching Academy** (the Bronx, NY)
  Lehman College (the Bronx, NY);

- **Mount Pleasant High School Teacher Academy** (Providence, RI)
  Rhode Island College (Providence, RI);

- **The Center for the Teaching Profession** at Miami Senior High School (Miami, FL)
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Introduction

"When I first took this course, I had no intention of becoming a teacher. Thanks to the experience, I'm seriously considering teaching as my future career. I think this is what I really want to do now."

These are the words of a high school student who has taken part in a high school teacher academy—a program that gives young people a chance to explore a career that needs them now more than ever. High school teacher academies give students a rewarding sense of responsibility and a powerful connection to the children they work with. These emotional rewards can have a significant influence on students and their decision to enter college with a teaching career already in mind.

In addition to helping high school students clarify their future plans, teacher academies are helping districts and schools of education open up a new pool of teachers. As the United States enters the 21st century, increasing teacher retirements, coupled with escalating student enrollments, are creating a teacher shortage crisis in many geographic and subject areas. There is an urgent need not only to attract numbers of people interested in teaching careers, but it is critical that we build a more diverse, highly qualified, and culturally sensitive teaching force who can meet the needs of a rapidly changing student population. According to the National Center for Education Statistics, 36% of school-age students are students of color, while only 14% of their teachers are.

Over the past 10 years, educators across the country have been working to develop a pool of qualified and diverse teachers through innovative teacher recruitment programs. One of the promising "grow your own" teacher recruitment efforts, aimed at attracting new candidates to the teaching profession, involves programs that capture, foster, and nurture the interest of elementary, middle, and high school students in the teaching profession. These programs, reaching thousands of students each year, offer positive images of teaching, practical teaching experience, and opportunities to begin on the path to college and a career in teaching.

Not only do precollegiate teacher recruitment programs offer new career opportunities for minority or low-income children, they hold promise of increasing teacher diversity for the next generation. A 1992 RNT study, funded by the DeWitt Wallace-Reader's Digest Funds, found that responding precollegiate programs had a 38% minority participation rate—nearly three times the comparable rate in teaching at that time. In

a 1994-95 follow-up survey, RNT found that percentage had increased: 64% were students of color. And, the Urban Teacher Academy Project national survey (1999) indicated that 67% of students enrolled in high school teacher academies were of color.

Although there is a wide range of type of precollegiate teacher recruitment efforts, including after-school clubs, courses, tutoring opportunities, and others, RNT's studies revealed that the more intensive teacher academy/magnet programs are more likely to demonstrate persistence into teacher education and the profession than less intensive approaches.

High school teaching career academies are teaching-focused, comprehensive academic programs located within larger schools. Most teacher academies offer three main components:

- Electives related to teaching, learning, and children
- Field-experience internships at local elementary, middle and high schools
- Partnerships with colleges/universities that provide a "pathway" or corridor into college and teacher education

The above components make up what could be considered a "pre" pre-service teacher preparation program, making high school a vital entry point into the teaching profession.

  - Teacher-academy electives cover much of the same material that college-level education departments cover: learning theory, classroom management, multiculturalism, child development, and assessment. Teachers in teacher academies creatively tailor these courses to be appealing and interesting to teenagers.
  - Internships, the heart of the teacher academy experience, give students a real-life context for learning. In internships, students learn to teach from cooperating teachers who supervise them. Cooperating teachers report a renewed sense of commitment to teaching and benefit from reflection of their own practice.
  - Many teacher academies operate in partnership with a local college or university education program. Supportive college partners bridge the gap between high school and college by

offering financial incentives (e.g., college credits) and connecting teacher-academy students with college students and faculty through academic and social activities.

Research done by the Urban Teacher Academy Project suggests that there are approximately fifty teacher academy programs in the country (see *Resources* section for contact list of teacher academies that participated in the UTAP national survey of teacher academies).

This Toolkit takes best practices from high school teacher academies around the country and organizes them into the steps needed to design and implement programs. The purpose of the Toolkit is to help districts plan and institutionalize high school teaching career academies in order to nurture and "grow" prospective teachers who are committed to serving their schools and communities.

TOOLKIT OVERVIEW

- The first chapter, *Setting the Stage for a Teaching Career Academy*, gives you strategies for putting the elements of a successful teaching career academy into place.

- Chapter 2, *Developing a Teaching Career Academy,* helps you understand the important elements of effective programs and gives you a look at how these elements have been implemented in other teaching career academies.

- Chapter 3, *Evaluating and Documenting a Teaching Career Academy*, provides advice on how to document and assess your program in order to help you learn what your program is accomplishing and where you may need to make adjustments.

- *Appendix A* gives you useful information about other national precollegiate teacher recruitment programs that may help you supplement or support the activities in your teaching career academy.

Planner's Checklist

Use this planner's checklist as an at-a-glance outline of the steps you need to consider in designing a teaching career academy.

1. Prepare the Groundwork

- ❑ Establish an advisory committee and a working committee
- ❑ Research and investigate other programs
- ❑ Write mission statements (Use Tool #1, page 29)

2. Establish College Partnerships

- ❑ Use college resources
- ❑ Put agreements in writing (Use Tool #2, page 31)

3. Devise a Program Framework

- ❑ Plan teacher academy elective sequence
- ❑ Optimize internships
- ❑ Tap into existing programs for academic/social supports
- ❑ Organize community-building events

4. Commit Institutional Resources

- ❑ Hire a program coordinator (Use Tool #3, page 33)
- ❑ Select the right college liaison
- ❑ Recruit teachers
- ❑ Provide staff training and offer incentives to teachers
- ❑ Look for outside program funding

5. Create Recruitment Policies and Practices

- ❑ Develop admission requirements (Use Tool #4, page 72)
- ❑ Emphasize program responsibilities and incentives (Use Tools #5-6, pages 74-75)
- ❑ Develop student recruitment strategies
- ❑ "Reach down" to prospective students in lower grades

6. Plan Student Academic and Social Supports

- Offer academic support
- Prepare students to think about college early
- Provide support in the college admissions process
- Find ways to involve parents (Use Tool #7, page 76)
- Plan summer components

7. Design Teaching and Learning Electives

- Create college-credit bearing classes
- Focus on content

8. Structure Internships

- Establish partnerships with local schools to place student interns (Use Tool #8, page 77)
- Work out an optimal internship schedule
- Support cooperating teachers (Use Tools #9-12, pages 78-81)
- Provide a range of internship activities
- Offer interns other leadership opportunities
- Help interns link theory with practice

9. Use Portfolios

- Build support for portfolios among program teachers
- Plan portfolios with program staff (Use Tool #13, page 82)
- Go beyond "scrapbook" portfolios (Use Tools #14-17, pages 83-86)
- Make portfolio exhibitions public

10. Publicize your Program

- Develop effective recruitment materials
- Generate publicity for your program

11. Document and Evaluate your Program

- Understand the purpose for your evaluation
- Identify the audiences for your evaluation
- Formulate the right research questions
- Select appropriate methods for data collection (Use Tools #18-19, pages 97-98)
- Use evaluation findings for program improvement

Chapter One

Setting the Stage for a Teaching Career Academy

Overview

Designing an effective teacher academy will depend on consistent support and direction from program stakeholders as well as clear understanding of your specific needs. In order to plan for successful practices in your teacher academy you need to:

1. Prepare the groundwork
2. Establish college partnerships
3. Devise a program framework
4. Commit institutional resources

Teacher Academy Glossary:

Program teacher: high-school teachers who instruct teacher-academy students in teacher-academy course electives and other subjects.

Cooperating teacher: teachers who host teacher-academy students as observers/assistants in their classroom.

Student intern: teacher-academy students who are practice teaching in field experiences.

1. Prepare the groundwork

"A considerable amount of time needs to be devoted to planning. The skeleton of the program should be developed before staff is recruited. It is important that the "vision" for a teacher academy is developed and clearly articulated before curriculum is written"
Teacher Academy Coordinator

Whether the initial idea for starting a teacher academy comes from teachers, administrators, parents, community leaders or students, securing commitment and support from the important stakeholders, such as district, school, and university administration is essential. Invite people to participate in a teacher academy advisory board who have an interest in opening up new pools of teachers.

The "vision"--the purpose and goals-- of your teacher academy should be developed collaboratively with these stakeholders and documented in a mission statement. Research, and if possible, visit other teacher academies to learn what other programs offer and how they meet their goals.

- **Establish an advisory committee and a working committee**

  Working with others in committees will help you clarify your vision, plan for your program, and put your plans into practice. Ideally, you should create two committees that work at different, yet intersecting levels:

  - **An advisory committee** made up of people such as the district superintendent, college dean(s), school administrators (don't forget "feeder" middle schools from which prospective students will be recruited), union representatives, and representatives from relevant community organizations. Include parents in this committee, as well, to promote parental involvement in the teacher academy.

    The advisory committee works to maintain a sense of program direction which is especially crucial for programs with school-to-college "corridors". This committee is also instrumental in publicizing the program and preventing the program from being isolated as "one person's program".

  - **A working committee** made up of program teachers, guidance counselors, school representatives, college liaison, and student representatives.

This committee should meet frequently (at least monthly) to address specific issues related to program operations. Members of this committee should regularly report out to the advisory committee, but be empowered to make decisions.

Tip

Committee Meeting Advice:

1. **Plan** for meetings one year in advance, if possible. Make meetings an important priority.
2. **Hold regularly scheduled meetings** on substantive issues.
3. Have **governance agreements** in place.
4. **Bring new people into your meetings**.
5. **Be flexible**. Have clear plans and visions, but be able to change the specifics.
6. **Generate a lot of internal reporting**. This provides publicity for what you are doing. Send minutes of your meetings to important stakeholders.
7. **Implement members' suggestions immediately when you can**. This shows you take their input seriously.
8. **Serve food**! Food brings people together and is a sign of respect to the people you are working with.

SIDEBAR: Be sure to include union representatives in your advisory committee. Teacher unions are natural allies and supporters of programs that prepare future teachers. Unions have provided existing teacher academies with valuable in-kind support. They can help

- Print brochures
- Provide conference space for events

- Contribute to curriculum development and program materials
- Provide coverage of teacher academy events in local union newsletters

- **Research and investigate other programs**

Visit existing teacher academy programs (see contact list in *Resources* section) to network and get concrete ideas for your program. Invite someone on your advisory board to see, first hand, what teacher academies look like in full operation.

Attend conferences sponsored by other precollegiate teacher recruitment organizations and advocates (Recruiting New Teachers, Future Educators of America, the South Carolina Center for Teacher Recruitment, or Magnet Schools of America).

- **Write mission statements**

Developing a mission statement is not as challenging as it might seem at first. Not doing this can cause, according to one academy coordinator, "fragile partnerships and a piecemeal program that lacks continuity". Mission statements and governance agreements help build commitment and responsibility among stakeholders.

Mission statements typically describe the program's vision and delineate the steps necessary to make that vision a reality. They are not etched in stone, so plan on revisiting your mission statements periodically, especially as you introduce new people to your program. Developing a mission statement promotes "buy in" for your program.

Tip

What to include in your mission statement[1] (see Tool #1, page 29):

- Beliefs/values
- Educational approaches
- Curricular focus
- Target students
- Goals

[1] Pioneer Institute for Public Policy Research. (1997). *The Massachusetts Charter School Handbook*. Boston, MA.

Tip

Your Message Bears Repeating!

Include excerpts of your mission statement on all your program promotional materials—brochures, press releases, and parent information.

Program Profile

The Mt. Pleasant Teaching Academy in Providence, Rhode Island, began through the Mayor's "grow your own" initiative. School district and municipal leaders were concerned with the low representation of teachers of color in city schools and with the low enrollment of minority students in local college education programs. Further complicating matters was a city residence requirement for public-school teachers. Providence needed to attract and encourage its minority community to teach.

The Mayor's office convened an advisory committee to gather ideas and perspectives on establishing a teacher academy. Over time, the committee developed into a diverse and strategically placed group of stakeholders. It included the district superintendent, assistant superintendents, the teacher recruiter, a high-school principal, the president of a local college, the dean of the college's education school, the college director of admissions and financial aid, and the college director of clinical studies. Groups that work with minority youth were also invited to participate in the planning process. Later, high school department heads of History and English became involved.

The advisory committee met regularly for about a year. Members participated in a facilitated retreat at the college to work out their vision of the teacher academy's purpose. In addition, members visited the High School for the Teaching Professions at the Hughes Center in Cincinnati and attended one of RNT's Pathways to Teaching Careers conferences. These experiences gave program planners further information and the confidence they needed to put their plans into action.

2. Establish College Partnerships

Partnerships with colleges, which can be instrumental in helping your program transition teacher-academy students into college teacher preparation programs, work best when you include college decision-makers in the planning process and develop written agreements.

- **Use college resources**

  One of the most important potential partners for your program is a local university or college. Partnerships with college teacher-preparation programs help you reach one of your program's major goals--getting program students to enroll in a teacher education program. It is helpful to develop professional relationships with deans of education, professors, and other decision-makers in a position to convince the institution to enter the partnership you propose.

  In recent years, many colleges and universities have responded positively to sponsoring teacher academy programs in an effort to increase their enrollments—particularly minority candidate enrollments. You can ask college education divisions to arrange special courses for your high school teacher academy program, to use qualified high school faculty as adjuncts, and to assign an education division liaison to work with the teacher academy.

For Example

College partnerships can help your program:

- Set up dual-enrollment courses (for high school and college credit).
- Offer college courses (for college credit).
- Provide scholarship funds.
- Offer professional development opportunities for high-school program teachers (e.g., as a school-college liaison or dual-enrollment instructors).
- Give in-service training to high-school faculty on topics of interest.

- Develop curricula for teacher academy electives

- Host summer academic enrichment sessions for program students.

- Support program students in the college admissions process.

- Formalize a high-school-to-college corridor program (4+4), or a corridor program that includes high school, a community college, and a college/university (2+2+2).

- Provide college awareness activities (field trips, guest speakers)..

- Give program students a chance to interact with education school students.

Due to the differences in daily schedules, fostering interaction between teacher-academy students and college education students takes dedication and planning. Some teacher academies have developed innovative responses to the challenges involved in getting high-school and college students to work together.

One popular idea is to establish tutoring or mentoring relationships between college education school students and teacher academy students. Some programs have even devised collaborative assignments with teacher-academy students and college education school students giving these students a chance to work together and exchange ideas and perspectives. Another option is to work with the college internship coordinator and place college pre-service interns in teacher academy programs.

SIDEBAR "It makes sense to place [college pre-service] interns in a teacher academy, because they should be practicing techniques and strategies that have been shown to promote highest student achievement—a high-school teacher academy is the best possible learning environment for college interns" Teacher academy program coordinator

For Example

Learning from Each Other

Education school students at Rhode Island College (RIC) teamed up with teacher academy 12th graders at Mt. Pleasant High School Teacher Academy to give presentations on educational philosophy at the

academy's annual Education Day Forum. Students researched important educational philosophers (Rousseau, Dewey, Piaget) and wrote personal statements of educational philosophy. The two groups revised their papers together.

RIC students were very impressed with the quality of teacher-academy students' work. Mt. Pleasant Teacher academy students were able to effectively critique RIC students' papers based upon what they knew about the classroom. Their practical experience as interns in urban classrooms gave them a "reality edge" over their collegiate counterparts. The cooperating RIC professor reported that this experience helped dispel stereotypes RIC students had held about urban high school students.

- **Put agreements in writing**

"**If the teacher academy works in partnership with a college or university, make sure the partnership exists between the institutions and not just individuals. Have everything written down, including the expectations of the academy and college partner. This way, the partnership may continue even if the personnel changes."** Teacher Academy program director

While partnerships between institutions often depend on the individuals that make them up, these partnerships need to transcend personal relationships in order to be effective in the long run. Many teacher academy coordinators recommend putting governance agreements into place at the college partner site. (See Tool #2, page 31)

Tip
What to Include In Partnership Governance Agreements

- Spell out the reasons why the partnership is so important.
- Outline the responsibilities of each partner as specifically as you can.
- Include a timeline of activities so that partners can plan for proposed events/responsibilities.

3. Devise a Program Framework

Map out plans for an entire two- or four-year program and scale back if you need to. This way, your program will be more coherent when you are ready to expand.

- **Plan teacher academy elective sequence**

Teacher academy electives can include classes in research and public speaking, psychology, computer technology, multicultural issues, and teaching methodology classes. (See page 51 for examples of teacher academy elective sequences.)

Many teacher academies develop their own teaching methods courses; others use curriculum models developed by organizations such as the South Carolina Center for Teacher Recruitment (see Appendix A for more information on the SCCTR Teacher Cadet course).

For Example

Create your own methods course that appeals to teenagers.
Include:

- Lesson planning and allow students to peer teach
- Learning theory so that students can understand the range of learning styles in their classroom
- Teaching techniques so that students are aware of the variety of techniques their teachers use
- Study skills/time management to help students improve their skills and pass these lessons on to others
- New ideas in school reform that may be affecting their school

When planning your sequence of courses keep the focus on your program goals. Make sure all of your program classes have a clear rational. Keep electives related to teaching, learning, and/or children.

- **Optimize internships**

Consider where internships best fit into your program. Most teacher academies implement the internship component in the 11th or 12th grades. Some program coordinators believe that the 11th grade is a better time for the internship, as high school seniors tend to be very busy completing graduation requirements and preoccupied with future plans.

Tip

Integrate community service requirements into your teacher-academy program. As a precursor to the internship, many programs have teacher-academy students in the 9th or 10th grades tutor youngsters. In addition to getting valuable teaching experience, these students can fulfill their community service requirements.

- **Tap into existing programs for academic/social supports**

Consider which academic and social supports will be necessary to your students and try to tap into school and district programs (e.g., tutoring programs). See page ___ for more information on putting academic and social supports into place.

- **Organize community-building events**

Plan community-building events into your program calendar. These events give program students a sense of identity and are a great way for others to learn of your program. Create a social committee to plan events.

- Host school-wide or program-wide town meetings.
- Prepare "celebration of teaching" day programs.
- Plan for family nights or breakfasts.
- Go on program-sponsored cultural field trips.
- Hold fundraising events (e.g., bake sales, fashion shows, talent shows).
- Go to educational conferences together as a program.
- Participate in clubs (e.g., Future Educators of America, Toastmasters).
- Present student work at public portfolio demonstrations or honors celebrations.
- Host alumni reunions.

4. Commit Institutional Resources

Program coordinators from around the country unanimously advise program planners to allow release time for teacher academy coordinators. In addition, they recommend building in regular common planning periods for program teachers. Finally, many coordinators note the need to staff the program with people who are committed to making the extra effort involved in career academies--effort that may require extra time and energy in meeting, planning, advising, and collaborating with program partners.

Staffing

Your teacher academy program needs a **program coordinator** to lead and coordinate activities. If your program is large, you may need an **internship coordinator** to supervise interns in their field-teaching experience. In addition to a school-based coordinator, a **college liaison** should be identified at your college-partner institution to coordinate and facilitate college-related activities.

Two groups of teachers are necessary for the teacher academy: **program teachers** who teach program electives and other course work; and **cooperating teachers** from local schools who host teacher-academy students in field-experience internships.

See Tool #3, page 33 for job descriptions of program staff.

- ❑ **Hire program coordinator(s)**

A **full-time** program coordinator is the best choice for recruiting students, supporting program teachers, and coordinating the cooperating teachers at internship sites. An important aspect of the coordinator's position entails working with the college liaison and other community organizations involved in the program.

Depending on the size of your program, it might be necessary to assign one of the program teachers as an **internship coordinator**. The internship coordinator would typically teach the methods course related to the internship and supervise students in their internship.

Often the cooperating teacher and the internship coordinator determine students' internship grade. The internship coordinator keeps close tabs on what a student is doing in the internship through regular

observations (e.g., twice a semester) and brief meetings with cooperating teachers.

- **Select the right college liaison**

This position requires an ability to straddle the high school and college worlds. The liaison acts as a guide for high-school students exploring the college world and as a guide for the college faculty/administration reaching out to the public-school world. In addition, the liaison can help program graduates who are at the college keep in contact with teacher-academy students.

A college of K-12 education faculty member is the best choice for the program's college liaison, to help structure and develop teacher-academy curriculum for interns as well as professional development activities for high-school and college faculty. Generally, the college liaison is partially released from the college teaching load in order to carry out teacher academy-related activities.

Tip

What to look for in a college liaison

- Find someone who has research interest in secondary education, teacher recruitment, staff development, school-to-career development, or service learning.
- Find someone who is committed to making the extra effort involved in the meeting, planning, advising, collaborating, and administering necessary in a teacher academy program.
- Find someone who understands the importance of promoting positive interactions between high school teacher academy students and college education school students.

- **Recruit teachers**

"Try to get the best teachers for the program—they will model the best teaching behaviors and practices." Teacher academy program coordinator

There is a risk, when setting up academy programs or other "school within a school" programs, of creating an impression of favoritism—of "haves" and "have nots". For this reason, when recruiting program teachers, find ways to include all teachers who want to be a part of the

program. Public relations are as important within the school as they are outside of it.

As part of your planning process, introduce the idea of the teacher academy to school faculty and solicit interest among teachers.

Tip

The Right Stuff: Characteristics of effective program teachers

- Find teachers who want to be role models and are committed to taking the extra effort that working with interns requires. Cooperating teachers often say that the motivation of the interns is worth the effort.
- Find teachers who are open-minded and reflective about their teaching and willing to explore and experiment with different methods and techniques.
- Find teachers who love what they do and who would encourage their own children to go into teaching.

" My cooperating teacher really helped me. We learned methodology together. The program helps students see the teacher role as a good one. I've learned a lot from the program. It makes me happy to learn". Teacher Academy Student

Both the "inner ring" of program teachers (who teach program classes) and "outer ring" of cooperating teachers (who supervise interns in field experiences) are important models for students. These teachers are influential in helping program students decide to pursue teaching as a career.

Because they may be dispersed in other schools, communication with and coordination among cooperating teachers is more difficult. **Don't lose touch with them.** Ideally, the field-experience internship contributes to the development and growth of both cooperating teacher and intern. It is important to build a sense of purpose or program mission and to make sure that cooperating teachers explicitly know what to do to support students.

All teachers--program and cooperating teachers alike--need to have an open-minded and reflective attitude about what constitutes effective teaching.

"Teachers must model best practices and have a strong belief in the concept of continuous quality improvement. This is important because if students who are interested in careers in education see their teachers analyzing and synthesizing information and then using it, then they will be more likely to use these strategies when they are in the classroom as teachers." Teacher-academy program director

- **Provide staff training and offer incentives for teachers**

Ideally, it is beneficial to provide in-service staff development with program teachers and cooperating teachers on courses of study, unit ideas, and methods. If scheduling meetings at more than one place poses too many challenges, plan additional time to meet—even during the summer. Develop relationships with your cooperating teachers and support what they are doing with your students. Invite teacher academy students to professional development activities.

For Example

Staff Development for Interns Too!

Walton-Lehman Pre-Teaching Academy includes all 11th and 12th grade students in program staff-development meetings—and pays them a stipend. Doing this makes students feel like professionals. And teachers in the program are motivated by students' engagement in the challenges of teaching. Teachers and high school teacher-academy students share many of the same concerns—motivating students, adding variety to lessons, and building positive relationships with students.

Most teacher academies offer teachers incentives such as professional development, conference attendance, and funds for classroom materials and supplies. Consider other financial incentives (and include them in your funding requests) such as stipends, salary-schedule advancement, or tuition reimbursement at your college partner.

"**High school teachers get the chance for career advancement—for those who want to develop professionally but who don't want to become administrators—by connecting them to the college as team teachers or adjucts. It's more money and prestige."** College of Education Department Dean

Financial Considerations

Consider the expenses involved

Most teacher-academy expenses can be covered by district or school budgets. The college partner often contributes to the costs of program activities and covers or contributes to the tuition costs of college-credit bearing courses.

The expenses for teacher academies include:

- Program coordinator salary
- Program secretary salary
- Release time/summer stipend for curricular development
- Program materials (library, video, software)
- Release time for training/professional development
- Release time/stipend for internship coordinator
- Part-time college financial-aid advisor
- Funds for activities (celebrations, field trips, speakers)
- Funds for supplies
- Tuition for college-credit bearing courses

Tip

Pin Money

Some programs solve their "petty cash" needs through sales. One program runs a vending machine that supplies the school with ice cream. Another program makes slogan buttons with their own button machine.

❑ Look for outside funding

In addition to school and district funding (for coordinator position, training, and materials) and in-kind contributions from college partners (liaison, advisement, professional development, tuition), you may want to increase your budget with funding from local foundations or corporations. Program fundraising is becoming an increasingly critical responsibility for program coordinators.

Tip

- **Use teamwork in developing your proposal**

"Involve a team in the planning stage. Getting ideas from as many people as possible will aid in your thinking about the grant as well as encourage you to extend the effects of the grant into other areas of the school." Program director

- Read other proposals that grantwriters in your district develop. Network with other precollegiate program coordinators to find out where they have been successful in grantwriting.

- **Use your best ambassadors to approach funding sources**

"It's awfully hard to say 'no' to a couple of idealistic, talented, articulate, persuasive high school students. I know I can't do it—and neither can most legislators, foundation officials, or other folks who hold the power of the purse. When you're seeking funding for your program, don't simply talk about how wonderful your students are; bring them with you and let them take center stage." Program director

Steps involved in proposal writing

1) **Know who you are and where you are going:** Be able to describe your program effectively and concisely. Your mission statement will help you here.

- Spell out long- and short-term goals relative to the phase your program is —startup, expansion, or redefinition. Consider what your program needs over the next 6 and 12 months as well as a few years down the road.
- Describe your vision by including ways that you will measure success: for example, an orientation meeting attended by so many teachers, students and school officials; the addition of one or more grades to your program; or, the introduction of a summer component, with an evaluation component at the end.

2) **Research Funders:** Once you can explain who you are, what you do, and what you want, it's time to find someone who will be interested in funding your program.

- Use directories of funding sources—available at public libraries, colleges of education, or grantmaking resource centers.
- Read annual reports of corporations in your area.
- Send letters of inquiry to your targeted funders. These should be no longer than two pages outlining the elements of your proposal (see below). Always address the letters to an individual (not To Whom it May Concern) and include next steps—i.e., you will call within the next few weeks to find out if funder is interested.
- Call targeted funders to get more information on proposal writing guidelines.

Tips

Find Local Community Foundations

A good place to look for local funding is through a community foundation. There are over 350 of these grantmaking groups nationwide, with assets totaling $25.2 billion. Many cities and countries have established community funds, through which scholarship and funding for activities such as after-school programs and direct school support are available.

Community foundations' support comes from individual donors, such as local banks or businesses, so they are not restricted by the tax codes imposed on larger, national foundations whose funding comes from a single source. Local foundations most often fund projects that will address a need in the community and benefit the area's more disadvantaged citizens.

A state by state list is available at www.fdncenter.org/grantmaker/gws_comm/comm.html. You might also try the Community Foundation Locator from the Council on Foundations, located at www.cof.org/whatis/types/community/index.html.

Use The Foundation Center's Resources

The Foundation Center's mission is to collect and disseminate information on foundations, corporate giving and related subjects.

Go to their Web site at www.fdncenter.org. Check to see whether there is a Foundation Center library near you or look at their list of Cooperating Collections (a searchable database on CD-ROM) at over 200 libraries across the country.

The Web site has extensive resources including:

- Online training in funding research and proposal writing, and in using their CD-ROM
- A list and description of state and local funding directories that include government, corporate and individual donors
- Information on trends in grantgiving

3) Write your proposal:

What to say
Focus on the practical components of your program that will make it a good, stable investment for funders. Generally, a proposal is under ten pages and includes the following parts:

- A needs/impact statement—why is this program so necessary?
- Project description—what are the specific objectives of your program, what activities are planned to meet these objectives, who will carry the activities out (include job descriptions), when will they be put into place, what are the anticipated outcomes, and how will the activities be evaluated?
- A budget and timeline

Tip

- **Think systematically about your objectives and activities and factor in evaluation procedurese:** One very successful grantswriter, at a college partner at one teacher academy, always includes a chart with the following information in her grant proposals:

Objective	**Activity**	**Evaluative Measure**
80% of program students will improve presentation skills	▪ tutoring activities ▪ Field-experience internship	Questionnaire, peer and teacher observations, videotaped lesson, journal entries

SIDEBAR: Tip from The Foundation Center's User Friendly Guide on their Web site: "Write your proposal from the point of view of those who will benefit from it. Talk about their needs and how your program will help."

SIDEBAR: Corporations give, in part, because they have to --by law corporations must give away 5% of their earnings to philanthropic causes. Another reason corporations make donations is to enhance their image in the community. Making the case to support teacher academies

should be easy! These programs offer viable ways to get students to college and potentially ease the shortage of qualified urban teachers in your area. Consider asking a local corporation to fund a specific part of your program—a part-time financial aid counselor, for example.

Don't overlook in-kind support. Businesses can donate equipment, training and services, and volunteers (e.g., they can train your program staff on how to use multimedia software to create state-of-the-art student portfolios, or volunteer in your SAT tutoring program). Always think how to link these community resources to your program.

Tip

Making the Case for Teacher Academy Programs: Selling Points

Teacher Academies programs can:

- Transition students into college-level teaching programs. Give students incentives (college courses) and a "roadmap" into college.
- Contribute to your district's need for qualified and fully certified teachers and become part of the pipeline to serve your schools' needs well into the future.
- Serve an important role in preparing teachers of color.
- Prepare future teachers who are integrally connected to the communities in which they serve.
- Empower students to take charge of their learning—teaching peers and younger students is a powerful leadership experience. These programs offer real-life contexts for learning how to teach.

TOOL #1

Teacher Academy Mission Statement Worksheet

Values

Educational Approach

Curriculum Focus

Target Students

Goals

Tool #1B

Sample Teacher Academy Mission Statement

The mission of the Teacher Academy is to encourage an ethnically diverse group of students to enter the teaching profession by providing them with the support and training necessary for success as both students and teachers.

In the Teacher Academy, the classroom is the context for learning to teach. The best way to learn how to teach is to observe experienced and enthusiastic teachers, and to talk to them about what they do. In program electives, students learn to apply information, concepts and theories to real-life contexts.

The Teacher Academy curriculum is designed to prepare students for college and to expose them to the essentials of teaching by offering: 1) electives related to teaching, learning, and children; 2) field-experience internships and community-service tutoring opportunities; and 3) college-credit bearing coursework transferable to local universities.

For **students** the program has the following goals:

- Ensure college readiness
- Provide accelerated education and exposure to college
- Promote positive attitudes toward teaching
- Give experience in workplace and in community service

For **public-school teachers** the program works to:

- Increase moral and motivation
- Promote professional collaboration with education department at cooperating college.

Tool #2

Sample Memorandum of Agreement
Between School District and College Partner

Purpose:

The purpose of the partnership between the district and the college is to prepare qualified and culturally diverse high-school students for admission into college-level teacher preparation programs.

In order to most effectively prepare students for careers in education, the district and the college will exchange resources and expertise to benefit students, faculty, and staff in both institutions.

Responsibilities:

- The district and the college will share operating expenses that are set forth in an annual budget.
- The district and the college will share financial aid expenses for qualified teacher academy students set forth in an annual budget.
- The district and the college will collaborate in documentation/evaluation measures and in securing additional funding for program operations.
- Each institution is responsible/shares responsibility for selecting students in its respective program.
- Each institution provides insurance for its own students and staff.
- Each institution will provide a coordinator who will work collaboratively to develop curriculum and program activities, student recruitment, and program staffing.
- Each institution will appoint (number) people to the program advisory committee and working committees.
- The district will sponsor college students and college faculty on its grounds to work with students and teachers in the Teacher Academy.
- The college will make college facilities (labs, teaching rooms, libraries, etc.) available to the Teacher Academy.

- The college will provide faculty and staff for teaching, program coordination and other academic services for the operation of the Teacher Academy.

- The college will provide academic support and student services to assist Teacher-Academy students who matriculate to the college.

Signatures of Agreement

_____

University/College President

_____

District Superintendent

_____

Dean of Education School/Department

Tool #3

Teacher Academy Job Descriptions

Program Coordinator

As the leader of the Teacher Academy, the coordinator assumes full responsibility for all aspects of the Academy's activities. The coordinator reports directly to _____ (position). The coordinator will:

- Direct and supervise the activities of all staff members
- Coordinate all activities with staff and administrators at partner institutions (i.e., student-teaching internship sites at local public schools and at cooperating college)
- Work with teacher-academy related committees (e.g., advisory or working committee), representatives from the cooperating college, members of the community, school administration, and central administration to continue to design and implement the teacher academy program
- Prepare all necessary reports for district superintendent and other stakeholders (i.e., college administration)
- Organize recruitment, parental meetings, orientations, college enrichment programs, tutoring opportunities, fundraisers, assemblies, and documentation/evaluations
- Participate in the interview of all staff members
- Recognize and encourage professional growth and initiative on the part of staff
- Plan, coordinate and supervise all student-teaching internships
- Promote the teacher academy in the school and community through effective public relations activities

Internship Supervisor

The teacher assigned this position will:

- Teach relevant teacher academy courses
- Be responsible for setting up internship procedures and implementing internship policies
- Help monitor community-service or tutoring programs
- Observe and supervise students during their student-teaching internships
- Act as a liaison between the program and cooperating teachers in local internship sites

College Liaison

The college liaison is expected to:

- Meet regularly with the program coordinator and serve as a resource for day-to-day program operations and development
- Collaborate in developing curriculum, internship activities and other program activities
- Attend and contribute to committee meetings
- Arrange and supervise activities that involve the cooperating college's facilities/and or other resources (campus visits, parents' night etc.)
- Participate in most teacher academy activities and events in order to give students and their families a sense of connection to the college
- When practical, participate through co-teaching in the teacher academy courses
- Develop ways for other college faculty to be involved with the program
- Develop ways for college education school students to be involved with teacher academy students (i.e., tutoring, collaborative assignments)

- Work with the program coordinator to publicize the teacher academy program and seek outside resources for supporting program activities and college scholarships

- Work with campus services and organizations to ensure that teacher academy students who matriculate have the support they need to succeed

- Be available as a mentor/advisor for graduates of teacher academies who are on campus

Chapter Two

Developing a Teacher Academy

Overview

Examples of effective practices at other teacher academies will help you understand how to best support students and staff in your program. In order to implement your program you will need to:

1. Create recruitment policies and practices
2. Plan student academic and social supports
3. Design teaching and learning electives
4. Structure internships
5. Use portfolios
6. Publicize your program

1. Create Recruitment Policies and Practices

While some educators and administrators believe the teaching profession should be open only to high academic achievers, there are compelling arguments for "open" admissions policies in high school career academies.

While a percentage of students come into programs knowing they want to teach or work with children in some professional capacity, another group of students may benefit even more from participating in teacher academy programs. This group comes recommended for their leadership potential by teachers and guidance counselors even though they might be considered "at-risk" academically. Program directors report that these students often become success stories, transforming into students who like school, and becoming advocates for teachers and teaching.

Explicit policies that outline criteria for staying in the program and provide for academic support systems will help incoming students and their families know what to expect in these programs and how to stay in them.

- **Develop admission requirements**

"To attract good students to the program, the more strict the requirements are, the better. This program needs to be a challenge."
Teacher Academy Student

Many programs use some form of entrance requirement to select students with potential or a demonstrated interest in teaching. The most frequently used admission requirements, as reported in the 1999 UTAP national survey of teacher academies, are outlined below:

- Academic standing (average grade point average admission criterion is 2.5) 70%
- Regular attendance 55%
- Teacher/counselor recommendation 45%

Some programs allow students into the program on the basis of an application process that involves interviews, essays, and/or demonstration of a real desire to become a teacher.

Students who have a GPA of 2.5 or higher are usually most successful in teacher academies. Some programs require students with lower GPAs to raise their grades by a designated date in order to continue in the program.

See Tool #4, page 72, for a sample student application form.

Tip

Window of Opportunity
Experienced teacher academy coordinators recommend having an application "window" from October to March.

When considering admission requirements, it is important to work toward balancing program standards and developing talent.

"**My focus is to get interested young people first, and then work from the interest to creating a high GPA. And we've been able to do that.**"
Program director

Tip

While you want to make provisions for helping students succeed (e.g., tutoring, advisory groups, and warnings), you may want to consider the following language in a **student retention policy**:

If at any time, a student is unable to maintain the necessary core academic requirements, she/he will be put on probation until the student achieves the required academic standards. Probation prevents the students from participating in all activities; such as, but not limited to, internships and field trips. Probation also requires the students to attend all tutoring sessions.

If by the end of the first semester of his/her senior year, the student has not achieved the required academic standards, the student could be removed from the Teacher Academy and would not be eligible to apply to the partner college.

- **Emphasize program responsibilities and incentives**

Don't make promises you can't deliver. Make sure students and their parents understand that participating in the program does not automatically secure admission to college. Be explicit from the beginning that certain courses, grades, and college application procedures are requirements for college.

See Tools #5, page 74 for student contract; and #6, page 75, for parent permission form.

Good program planning will pay off when you recruit students for your program! Make sure you highlight the college/career-related and financial incentives you have been able to put into place such as:

- Opportunities to work with children
- Practical experience in teaching
- College scholarships
- Tuition waivers
- Dual-enrollment or college credits
- Loan forgiveness
- Stipends for internships
- Guidance through the college application process

- **Develop student recruitment strategies**

In creating their programs, teacher academies have developed useful strategies for informing and attracting students, parents, and "feeder" middle schools to their programs.

Tip

Host a Recruitment Event

- Invite middle school guidance counselors to a breakfast meeting.
- Present your program at high school fairs.
- Bring a professional-looking program brochures outlining activities and incentives.
- Prepare "success stories" with quotes from students .
- Show a video of program activities if you have one.
- Bring students to talk about the program.

If your program is new, invite program teachers and college representatives to present with you.

Use "Celebration of Teaching" days to promote your program. Many teacher academies organize yearly events to celebrate teachers and other professionals in the field of education.

For Example

One program has teacher academy students choose a middle school teacher to be honored in their "Celebration" day. They know that these middle school teachers will send them students in the future!

Tip

Plan receptions for prospective students and their parents

- Hold your receptions on a Monday or Tuesday at 7:00 p.m.
- Invite students, parents, and faculty as well as the local media to join the reception.
- Develop a mailing list from attendees at the reception.
- Follow up with a mailing detailed information about the program and include applications, admission requirements, deadlines and starting date of the programs, and the numbers of students to be accepted.
- Where necessary, translate all program materials into Spanish so that all parents can keep informed on program activities.

Other ways to create awareness of your program include:

- Direct mail
- School newspapers
- School/district Web sites

- **Reach out to prospective students in lower grades**

You may want to plan activities such as Future Educator clubs for middle school students so that you "reach down" to prepare recruits for your program (see Appendix A for more information on Future Educators of America clubs).

Developing “corridor” programs is an ideal way to recruit students for your teacher academy. In a corridor program, elementary students are given tutoring or “be the teacher” opportunities in order to foster early interest and encouragement in teaching. These students are then offered similar experiences in middle school along with exposure to programs such as Future Educator clubs and the South Carolina Center for Teacher Recruitment's *ProTeam* course (see Appendix A). This group of middle school students then can feed into the high-school teacher academy programs and eventually into a college education program.

Program Profile

The Walton-Lehman Pre-teaching academy is in the process of building a corridor program. The program has recently been awarded a Title II Teacher Recruitment grant to replicate their teacher academy program at another high school and to create “feeder” programs at two middle schools. The project, designed to “grow our own teachers”, is attempting to create a learning community for urban teachers (and future teachers). In addition to new middle school components and the expansion of the high school teacher academy, the project will recruit qualified students from the high school teacher academies to a Scholar’s Program in Teaching at collaborating public two- and four-year colleges. Also, the project will enlist talented retired teachers as mentors for high-school teacher academy interns, pre-service teachers at the college level, and new teachers in the cooperating schools.

2. Plan Student Academic and Social Supports

Keeping students in your program will be one of your main goals. Maintain efforts to keep students and their families focused program requirements and motivated to finish the program and matriculate to college. In order to retain students in your program, you may need to provide academic and social supports, such as advisory groups, tutoring, program guidance counseling, college awareness activities, support in the college application process, and parent involvement activities.

- **Offer academic support**

Students need support in developing the skills they need to succeed in high school and college. Make sure your students know where they can take courses or be tutored in study skills and test preparation, both at school and in the community.

For Example

The Teacher Academy at Mt. Pleasant High School in Providence, RI, is working hard to keep its 9th and 10th grade students in the program and in school. This is a critical period for many students in urban schools--the 9th grade drop-out rate in urban schools can be high.

Mt. Pleasant Teacher academy has put in place a number of support mechanisms for students. Ninth-grade students are tutored weekly by teaching practicum students from their partner college, Rhode Island College. This extra attention--in addition to a system of frequent progress reports for students identified academically at risk--has helped 9th and 10th graders meet the grade-point average required of program students.

To further support its students, the program has instituted weekly advisory group meetings in which one teacher leads a group of twelve students in a discussion of issues relevant to their education. Specifically, meetings are designed to be a forum for discussing academic problems, building awareness of good study habits, and informally talking about issues in students' lives that affect their school work.

- **Prepare students to think about college early**

The earlier students can envision themselves going to college, the better. Program administrators should advise students about appropriate college preparation courses to take during their four years of high school. Program personnel also must monitor students' academic progress. If students have trouble meeting academic standards, make sure your program has support in place.

If your school offers a college preparation or college awareness course or seminar, make it a requirement. Don't let students wait until they are seniors to take a course like this. Explicitly build college awareness activities into your program at every stage.

Tip

Repeat the College Message!

- Find and invite people in the local community to talk about their college experiences.

- Develop a speaker list that includes college faculty, representatives from the admissions office, student life office, sororities, fraternities, and college clubs (especially college clubs related to teaching or community service). And remember to include program graduates who are in college.

- Take field trips to local colleges to show students what college life is like. Try to get permission for students to attend classes of their choice if possible. Or, arrange to have college student "buddies" that teacher academy students can shadow for a day.

Useful Resources

There are many national organizations dedicated to improving access to higher education for students of color. These organizations offer information on scholarship opportunities, and on school and community programs designed to increase the number of African-American and Latino students who go to college.

Visit the following Web sites to help students find the information they need to plan for college:

➢ National Urban League, www.nul.org
➢ ASPIRA (Latino youth), www.aspira.org

- ➢ National Council of La Raza (Latino youth), www.nclr.org
- ➢ Puerto Rican/Latino Youth Leadership Initiative of the National Puerto Rican Coalition, www.bateylink.org
- ➢ National Association for the Advancement of Colored People, www.naacp.org
- ➢ Black Excel: The College Help Network, www.blackexcel.org

- **Provide support in the college admissions process**

Applying to college is a stressful and time-consuming process for most people. Urban high school guidance counselors, who may have as many as five hundred students in their case load, cannot be relied on to guide students through the increasingly complicated admissions and financial-aid application process. Parents are often equally unable to offer guidance as many students in teacher academy programs are the first generation in their families to apply for college.

First-generation college students often need one-on-one guidance and follow-through in every step in the college admission process. For this reason, you might consider budgeting in a college admissions/financial aid consultant in your teacher academy design.

Tip

Guidelines for teacher academy programs interested in hiring a college admissions/financial-aid counselor

- Find someone with experience in a college financial aid office—particularly experience with incoming first-year students.
- Find someone who is patient and willing to work with students' families. Gaining families' trust is a very important aspect of this work. Financial aid applications require detailed information related to aspects of family life that may be considered very personal.
- Provide an office or space that allows privacy.
- Find someone who can be flexible in scheduling appointments with parents or other family members who work. Many people cannot

afford to take time off during the day. Some families do not have phones.

- Find someone who has time in the evening and on weekends to phone or meet with families and hold parent presentations.

References for part-time college financial aid consultants can be obtained through the presidents of local Associations of Student Financial Aid Administrators. The Web site of the National Association of Student Financial Aid Administrators (NASFAA), www.NASFAA.org, provides information on contacting local associations.

Profile

A college financial-aid specialist with fourteen years of experience at Rhode Island College's financial aid office, works with students at the Mt. Pleasant High School Teacher Academy on a part-time basis. Students are encouraged to set up individual appointments with her during the two days a week she is at the school. In addition, she organizes and hosts informational meetings for parents about college financial aid at Rhode Island College.

The financial-aid specialist offers comprehensive financial aid advising, assisting students from the beginning of the application process through the payment of the first college bill (and many times after this). Her services for program students include the following:

- Advice on where to apply to college
- Help in filling out individual college financial aid applications
- Assistance in obtaining verification of state assistance for application purposes
- Computer database tracking of deadlines and necessary information for each student
- Additional information for families seeking citizenship
- Information and advice on available tuition loans
- Advice and assistance in accepting financial aid packages

- An explanation of college bills and a timeline for paying bills

In addition, the financial-aid specialist provides each college-bound student with an exit package/portfolio with a reminder of bills due, advice on buying college books, encouragement to attend first-year orientation session, and reminders to complete financial aid applications for subsequent semesters. She gives all students her telephone number and encourages them to call her if they have questions related to financial aid.

Another option for providing your students with guidance in the college admissions process is the *College Summit* program. *College Summit* is a national non-profit organization working to expand college access to low-income high-school students. The program concentrates the six-month college application process into a four-day summer residential workshop offering intensive support, which helps eligible rising 12th grade students to complete college applications. *College Summit* also trains teachers and mentors from the community to guide these students in the application process during their senior year.

Since 1993, over 1000 students have participated in the program; 75% enrolled in post-secondary institutions. To date, the program operates in seven locations (Colorado, Connecticut, Florida, Illinois, Maryland, New York, and Washington, D.C.). For information about how to apply for the program, contact:

Executive Director
College Summit
P.O. 9966
Washington, D.C. 20016
(202) 265-7707
Fax: (202) 265-7425

- **Find ways to involve parents**

Involving parents in school programs isn't always easy. Increasing parents' involvement in school activities requires innovative ideas that fit into parents' busy lives and change their perception of school as a place only for children or "experts". Teacher academy coordinators advise planning program-related events for parents and tapping into existing district or school programs for parents.

Hold a Teacher Academy Orientation for Parents
Hold this event on a Saturday in August before the beginning of school.

- Introduce your program teachers (have printed biographies to hand out).
- Invite interested partners such as college community members to speak about what is ahead for students. Invite education students to talk about their experiences.
- Give an overview of your program: the courses, activities, academic expectations, dress code (many teacher academies have an internship dress code), and transportation issues.

Find the parent resources in your school or district. Inform your program parents about adult education opportunities: GED or ESL classes, computer classes, Spanish (or other language) classes.

Tip

Bridging the Cultural Gap

Many immigrant parents would welcome a well-designed "acculturation" course focusing on the rights and responsibilities of being a parent in the United States. Such a course, taught by a cultural "insider," could help parents understand the differences between the American educational system and their native country's school system in terms of legal issues, school policies, teacher roles, and in the school's expectations of parents.

See Tool #7, page 76, for a checklist of ways parents can take part in your program.

For Example

It takes a community

Members of the Denver AmeriCorps program developed an innovative way to help college students fulfill their community service requirements while benefiting families in local neighborhoods. College students organize a community fair for immigrant parents inviting community institutions such as libraries, banks, health organizations, and youth/family service organizations to host informational booths.

Profile

The Teaching Professions Program at Coolidge Senior High School in Washington, DC, publishes a newsletter for parents, alumni and others in the community who are interested in the academy's activities. The newsletter highlights notable program activities and news regarding local media coverage, conferences attended by students, social events, visitors of interest, parent organizations, new grants received, and awards, scholarships and honors given to program students.

- **Plan summer components**

Summer programs allow you to offer supplementary academic and social supports, as well as professional development for your staff. You can create your own summer program in collaboration with your college partner, or connect with an existing program in your district or area. Here are three examples of summer programs.

- **Miami-Dade's *SummerLink* : Places college pre-service students in teacher academy summer program**

  The *Summerlink* program at Florida International University (FIU) is an example of an innovative collaboration between a teacher academy and a college partner. Education students at FIU teach creative, unconventional high-school level courses to incoming 9th grade teacher academy students from two teacher-academy programs in Miami-Dade county.

  The six-week program is packed with variety and activities. Students take four courses that earn them high-school fine arts credits and participate in weekly course-related fairs, festivals and field trips.

  The courses, collaboratively designed by FIU education students, blend academics with hands-on social- and cultural-awareness activities to help students identify and dislodge stereotypes, learn about the cultural features of South Florida, and make an active contribution to each course. The program of study includes:

  - **Cultural Mosaic**—focusing on the past, present and future of the myriad of local cultures in south Florida

  - **Celebrating the Richness of the Exceptional**—introducing the variety of exceptional people that live within our society

- **The Power of Language**—exploring the spoken word in formal and informal language

- **Celebrating Minority Cultures**—focusing on identifying and confronting social stereotypes

For students who are planning to attend the teacher academy magnets in the Fall, *Summerlink* gives an introduction to the college environment, a chance to learn in a relaxed atmosphere, and an opportunity to get to know new program classmates. The young, enthusiastic teachers are excellent role-models for these rising 9th graders who have chosen to explore the teaching field.

"Summerlink has two major effects on the kids. Some of them come into the programs with major attitudes against school and teachers. By the second week, they love us. They see us as real teachers (not education-school students) who are young and give them choices. This changes their attitude toward teachers and coming to school. Secondly, they see a lot of college students here. They get a better idea of what an opportunity it is to go college." Summerlink Teacher (college pre-service education school student)

- **The Mt. Pleasant Teacher Academy Summer Session: Offers professional development opportunities for school and college faculty**

The Teacher Academy at Mt. Pleasant planned a summer component with two main objectives: to introduce incoming 9th graders to high-school level work through an interdisciplinary science/language arts project; and to provide professional development to program teachers in cross-discipline curriculum planning.

Faculty at the college collaborated with three high-school program teachers and a guidance counselor to develop a unit linking science, mathematics, and writing. During the three-week session, students participated in weekly field trips, worked in the college science lab, and ate lunch in the college cafeteria. Education school students volunteered to help teacher academy students research and write their final projects.

Working intensively on a "non-traditional" learning experience united the two faculty groups in a way that had not previously occurred. Daily interaction led to increased appreciation of and respect for the skills and experience of teacher academy high-school and college colleagues. Teachers from both institutions agree that these

experiences are critical in fostering improved school-college partnerships.

- **Summerbridge: A connection to a nationally recognized precollegiate program**

  Help your teacher academy students take advantage of the unique SummerBridge experience. The Summerbridge program is excellent training ground for potential future teachers. It operates in 31 locations across the country providing a skills-based enrichment program for middle schoolers from low-income homes. Motivated high school and college students make up Summerbridges's entire teaching staff. See Appendix A for locations and a more complete description of the program

3. Design Teaching and Learning Electives

Teacher academy electives are designed to give students practical skills related to teaching, such as teaching methodology, psychology, research and communication. Most methodology courses in teacher academies cover lesson planning, teaching techniques, learning theory, and classroom management. Two other popular curriculum components in the methodology course--self assessment and multicultural awareness--help students learn about themselves as well as their cultural environment. Teacher-academy electives also introduce students to innovative topics in education, such as learning styles, child development, and education policy/reform issues.

When planning your sequence of teacher academy electives, combine practical teaching skills, motivating content and high expectations. Consider which upper grade courses could be taught for college credit (either for college credit or for high school and college credit).

Sample course offerings

These outlines of course offerings from teacher academies around the country give a flavor of the scope and sequence of teacher academy electives that are in place.

Miami Senior High School: The Center for the Teaching Profession (Miami-Dade, FL)	**Collinwood High School: Teaching Professions Thematic High School (Cleveland, OH)**	**Kensington High School: Professional Educators Alliance at Kensington (Buffalo, NY)**	**Walton High School: Walton-Lehman Pre-teaching Academy (The Bronx, NY)**
▪ Exploring teaching ▪ Speech/ Research ▪ Child development ▪ Psychology for Educators ▪ Technology in the classroom	▪ Educational Technology ▪ How We Learn— Educational Psychology ▪ Creative Drama ▪ Methods for Teaching	▪ Exploring Teaching as a Career ▪ Personal Development / High School Observations ▪ Classroom Management /instruct. Skills internship	▪ Learning skills/Intro. To teaching ▪ Intro. to computers: learning with computers ▪ Research and observation ▪ Psychology

Timberline High School: Teacher Academy (Lacey, WA) ▪ Teacher Academy Elective; (self analysis, Multicultural perspective, Learner and learning, Seven intelligences)	**Mt. Pleasant High School: Teacher Academy (Providence, RI)** ▪ Communi-cation Skills ▪ Oral Presentation ▪ Self Assessment/ Community Identity ▪ Sociology	▪ Personal Educational Portfolio **Green Oaks Laboratory High School: Teaching Profession Magnet (Shreveport, LA)** ▪ Intro. to Speech/Intro to teaching ▪ Keyboard/ Current Issues in Education ▪ Business Computer Application/ Seminar in the educational process	**Edison High School: Education Magnet (Minneapolis, MN)** ▪ Intro to Education ▪ Computer Clinic ▪ Intro to Special Education ▪ Advanced Foundations of Education ▪ Ethnic Voices ▪ Gender Equity ▪ Sociology ▪ Psychology

Program Profile

The Miami-Norland Professional Education Magnet has creatively redefined its focus to appeal to more students. Using input from teacher academy students, the Miami Norland program broadened the scope of its program to encompass all careers with children. Program administrators learned that attracting middle school students to careers that involve children and adolescents is easier than attracting them specifically to teaching. The new magnet, started in Fall 1999, is called The Children's Advocacy, Research, Education and Services Magnet, or Miami C.A.R.E.S.

The new magnet will continue to prepare students for careers in teaching while incorporating three new strands: children's health (pediatrician, pediatric nurse); children's social services (child psychologist, counselor, social worker, children's agency director/specialist, day care owner/operator); and law (family and juvenile law). The education

strand introduces students to teaching, college teaching, school administration, media technology, guidance counseling, and educational research.

In order to promote teaching as a potential career choice, all students in the new magnet do a field-experience internship as well as an internship related to the strand of their choice. The program creators hope that having all students practice teach might "hook" students who may not have considered teaching as an option.

C.A.R.E.S Curriculum Electives

9th grade:	10th grade:	11th grade:
Examining the Child In History	Computer Technology in the Professional Workplace	Child Development and Psychology/Teaching Internship

12th grade: (strand electives see below)
Methods of College Research
Employability Skills
Professional Internship in chosen strand

Children's Health Strand
Anatomy and Physiology

Social Services Strand
Psychology

Law Strand
Law

Education Strand
Teaching Skills

- **Create college-credit bearing classes**

College-credit bearing courses are an important incentive for high school students. In collaboration with college partners, teacher academy programs have been able to offer dual-enrollment courses (for high school and college credits) or courses for college credit. Sometimes programs select a content-area course such as sociology and offer college liberal-arts course credits. In other instances, programs tailor a "methods" course that mirrors the content of the partner college's teaching methods course. College faculty or high school faculty teaches the teacher-academy methods course. High-school faculty becomes adjunct faculty through teaching the course.

Schools and college partners should collaboratively design the content of the college-credit bearing coursework as well as the criteria for choosing an instructor. Colleges want someone who is qualified to teach at an adjunct level; schools want someone who is comfortable teaching urban teenagers.

For Example

Now in their 16th year of operation, high school program teachers at the Walton-Lehman Pre-Teaching Academy in the Bronx use finely honed course materials for their college-credit methods course, “Introduction to Secondary Education," which is taught by the Walton Pre-teaching coordinator on the Lehman College campus (conveniently located right next door). The course is offered concurrently with the student-teaching internship and is designed to introduce students to lesson planning and teaching techniques.

Some years ago, teachers at the Walton-Lehman Pre-teaching program developed a comprehensive manual for use in the college course. In addition to providing material for the course, the manual serves as a guide for cooperating teachers in the program.

The manual is a good way to codify or systematize the elements of a methods course and specify how these relate to the internship. The manual also serves as a guide, which leaves room for productive improvisation, that outlines how to interact with and supervise interns.

The 300-page manual includes sections on:

The role of the intern
Learning to teach
Planning your lesson
The art of questioning
Classroom performance
Problem situations
The cooperating teacher

- **Focus on content**

QUOTE: “The 18-week psychology class really opens you up to something different and new. You’ve already had 10 years of every other course, but this is new. In psychology there is always a reason for something, why people are the way they are. We had good debates on topics such as drugs, cheating, and AIDS.” Teacher Academy Student

Getting the right mix of “ingredients” for your teacher academy involves combining motivating electives with internships, and commitment to helping students achieve in content areas. The last item is critical. Exposing students to the process and techniques of teaching is not enough. Students need to master content in order to enter college and continue into the teaching profession.

Program Profile

The program developers at Miami Norland's magnet teacher academy felt that students needed to excel in academic areas and be pushed to succeed in challenging courses. For that reason, Miami Norland has all program students take honors English and World History

Teaching concepts and terminology are infused in the honors classes—students are responsible for writing lesson plans and teaching their peers. The small, family-like atmosphere of the magnet and high expectations to succeed, are a winning combination.

4. Structure Internships

"Think of your district and community as your campus and network to establish meaningful activities away from your school" Teacher Academy Program Coordinator

"I am thinking about what to do and how to do my lesson for tomorrow. I am very excited and at the same time nervous. Teaching is not difficult once you are prepared, but the preparing and putting things together are difficult!" Teacher Academy Student

The classroom teaching experience is the teacher academy centerpiece. Placing high school students in elementary, middle, and high schools is a natural. The younger children adore them. And older children relate surprisingly well to teacher-academy students who assist their teachers.

For cooperating teachers, being a role model for someone exploring the idea of becoming a teacher is a powerful experience. These teachers report a renewed commitment to teaching through participation in teacher academies. Working with interns engages them in a critical reflection of their own practice.

Once interns get in front of the class, they often become intrigued by the teaching and learning process and with working with children. Going through the steps involved in turning an idea into a lesson helps teacher-academy students understand more explicitly what it means to learn--and they pass this lesson on to their students.

" Today, I was surprised about how nice I feel after finishing a lesson and knowing that I did my job because they understand the lesson and did their job. This made me so, so, so happy and satisfied." Teacher Academy Student

- **Establish partnerships with local schools to place student interns**

Partnerships with local schools depend on the same kind of mutual trust and collaboration as do partnerships with colleges. Meet with teachers at prospective schools and convince their administrators that both your program and the internship site have much to gain from the internship experience. It makes logistical sense to find schools that are close to your high school; establishing connections between neighboring schools is also beneficial to the wider community.

When you are ready to hold meetings for cooperative teachers, it is a good idea to include the cooperating school principals and/or assistant

principals from prospective internship sites. Get their input on how to set up or improve procedures.

Tip

- Formalize the internship arrangement with letters of agreement with cooperating teachers (see Tool #8, page 77).
- Tap into your local group of retired educators (use them as a internship supervisor).
- Finally, don't overlook partnerships with local private schools (i.e., independent and parochial schools).

- **Work out an optimal internship schedule**

While some programs simply match students with cooperating teachers according to the students' free time, other programs use block scheduling to enable students to attend electives and internships back-to-back. Working out an optimal and feasible schedule takes foresight and a good degree of cooperation with school administrators (and the school's programming office). Try to schedule internship "blocks" into the day. One teacher academy director recommends setting up the last 2 classes of the day as internship time.

- **Support cooperating teachers**.

Help cooperating teachers understand the purpose of the program and how they can best help their interns learn about teaching and about their students. If available, show videos of your program activities--including the internship--to give teachers a clearer picture of the teacher academy.

Give cooperating teachers explicit guidelines regarding what you expect interns to do and how you plan to assess students' performance in internships. See Tools #9-11 for sample student assessment formats. In addition to outlining what interns are expected to do, give cooperating teachers procedures on what to do with the student who is not adapting well to the internship.

Tip

Helping Cooperating Teachers

- Provide cooperating teachers with training in how to observe, assess, and give interns feedback (see Tool #12 for a sample observation guide).

- Invite interns and cooperating teachers to an informal internship orientation meeting. You might have to schedule this after school, at the beginning of the internship semester.

- Always show your appreciation of what cooperating teachers do for your program. Find ways to say "thank you"—an end of year dinner or celebration is one good idea.

- **Provide a range of internship activities**

Students often begin their internships by observing teachers. They learn how teachers put together lessons, how they conduct activities, interact with students, and manage the class. At first, the student may be asked to teach part of a lesson the teacher has planned. Later, the student may help the teacher plan, and even plan her/his own lesson. As mutual trust and students' confidence grow, students are able to research, plan and teach whole lessons and/or units.

According to one program coordinator, the biggest surprise for her was how quickly interns learned about teaching from observing the way teachers teach: "Interns see how important the way the teacher interacts with the students is; they learn to respect teachers. For example, in this course we talk about lesson plans. Interns are not going to say 'oh, why should I do this?' They can go and see that their cooperating teacher has a whole book of lesson plans so they see they will need them."

Offer opportunities for interns to observe teachers at different levels—elementary, middle, and high school—and in different programs—on-site nurseries or day-care centers, special education, English as a second language, or bilingual classes. Many teacher academies offer multiple internship semesters so students can work with a variety of age groups and in different settings.

"My students are exposed to teachers of special education and this has an effect of making students more open to the idea of special education as a profession. Last year, I had three kids who wanted to be a special education teacher like me. This year, I had my first letter from a former student who told me about his work with

autistic students. This is what he wants to do now. It really moved me." Teacher from a teacher academy summer program.

Make the internship a "privilege" that interns have to work toward. Offer one-on-one tutoring positions for students who may not be ready for whole group teaching.

- **Offer interns other leadership opportunities**

While the internship gives interns a place to put into practice the skills they are developing in program courses, think of ways to give students other opportunities to apply what they are learning in the world outside of the classroom.

Examples of innovative leadership opportunities abound in teacher academies. If your school has a peer conflict-resolution program, have teacher academy students join it. Or, find suggestions in the resource section (page ___) to put your own peer leadership project into place.

For Example

Hearing it from other teenagers is a better way to spread the word. Teacher Academy students at Timberline High School in Lacey, Washington have become HIV/AIDS trainers for all 450 freshman in a two-day lesson that they developed. Their district now wants the students to take this training model to the other three high schools in the district.

- Connect with community organizations that offer tutoring. Have academy students tutor in these programs for community service credits.

For Example

Mt. Pleasant High School teacher-academy 10th graders work with a community center tutoring program as a pre-internship experience. After receiving training from the community organization in literacy tutoring, the 10th graders begin tutoring youngsters at the community center. Teacher-academy students are picked up after school in the center's van and driven home after their tutoring sessions are over. These students fulfill their school community service requirements by participating in this program.

- Explore the possibility of partnering with a science museum or art museum that has an educational program

For Example

The Austin High School Teacher Academy in Houston, Texas works together with the Houston Zoo in an exciting collaboration. Through a grant from Project U.S.A and the zoo, teacher-academy students work with pre-service education students from Texas Southern University in developing and field testing a curriculum for the zoo on the Texas ecosystem. So far they have produced curricular kits on the subject of Texas wetlands and prairies. Teacher-academy students are important partners in this project and receive stipends for their work.

Internship planning "to do" list

Establishing internships for teacher academy students in local schools takes planning and coordination. You will need to:

- Interest administrators and teachers at local schools in taking part in your program.
- Match and schedule cooperating teachers with teacher-academy interns and provide a range of internship options.
- Share your program goals with cooperating teachers.
- Help students connect their experiences in the internship with what they are learning in their teacher academy electives.
- Offer students other leadership opportunities to put what they are learning into practice.

❑ Help interns link theory and practice

One of the challenges for teacher academies lies in connecting theory to practice. Doing this requires a double dynamic.

- First of all, build in hands-on or applied learning as often as possible. For example, if students take a child development elective, have them spend time with a child and write a case study.
- Second, give students opportunities to reflect on practice—the internship experience—and construct their own theories. Scheduling "debriefing sessions" regularly during the internship gives students the opportunity to ask questions, reflect on why teachers make the choices they do, and compare notes and experiences. One useful way

to connect internships with program electives and to provide a format for reflection is to have students develop student-teaching portfolios (see part five of this section).

5. Use Portfolios

Portfolios[2] are a record of accomplishment for students in teacher academies. Interns can use portfolios to showcase what they learned in a teacher academy for college entrance interviews and for future jobs. Consider these steps in building portfolios into your program:

- Build support for portfolios among program teachers.
- Plan what you want students to include in their portfolios.
- Go beyond the "scrapbook" portfolio.
- Present student portfolios in public.

❑ Build support for portfolios among program teachers

Portfolio development may sound like a mysterious process to people who haven't done it. Some may feel this type of pre-professional portfolio is too advanced for high school students. Others may think the process is too labor intensive.

Take time to address these concerns with program teachers. Teachers will certainly have to allow time for portfolio building. However, the time spent on this process may be well worth the effort. Organizing a portfolio allows students to fully develop assignments and pay attention to how assignments in a course or series of courses relate to each other.

Planning intern portfolios also enables you to outline specific outcomes expected by interns at various points in the program.

For Example

Here are some examples of outcomes:

- ❑ Interns will be able to devise developmentally appropriate tasks for the children in the nursery.
- ❑ Interns will demonstrate understanding and use of Bloom's hierarchy of questions in their lesson plans for a social-studies class.
- ❑ Interns will be able to discover the variety of learning styles in a small group of learners through the use of a learning-style inventory.

In addition to helping you organize and plan specific outcomes, portfolios help integrate program courses and activities. They provide the "thread"

[2] This section was developed as part of a 1999 UTAP workshop led by Linda Beardsley, Director of Teacher Education and School Partnerships at Tufts University. All portfolio tools were created by Linda Beardsley.

that ties together activities and assignments within a class or within a series of classes.

Tip

Portfolio Activity

Have students make drawings of the ideal classroom. These drawings can give students a concrete picture of their philosophies of education. Compare drawings done in the beginning of the program and at the end of the program in order to encourage students to consider how their philosophies might have changed over the course of the program.

- **Plan what you want students to include in portfolios**

This stage is key. Without sitting down with your program teachers and listing how course outcomes can be documented in a portfolio, portfolio development may not succeed.

Use *The Big Picture* planning tool (Tool #13, page 82) to organize components of your program's portfolios. The organizing headers include classroom management, teaching strategies, subject area, school data (e.g., interviews with school staff and administrators), and lesson plans. You may have other topics, depending on the courses you offer in your program.

This graphic organizer helps you map out activity-based assignments that become portfolio "artifacts". Planning portfolio components on paper also may cause your staff to rethink, reorganize, or more clearly specify course outcomes or other aspects of your program's syllabi.

For Example
What students can put into portfolios

- papers/writing assignments
- projects (group, multimedia)
- lesson or unit plans
- pictures of bulletin boards created by student
- photographs or video of student-teaching experiences
- awards, contracts
- inspirational quotes, stories or poems
- log of professional reading

- anything that shows use and understanding of technology
- resume
- recommendations from teachers or guidance counselors
- case studies of children or learners (including oneself)
- journal entries related to
- methods classes
- teacher observations
- solo teaching experience
- readings done on teaching, learning and/or school
- Professional goals

- **Go beyond the "scapbook" portfolio (or reflect and select while you collect)**

It's easy to collect students' assignments in folders. It's harder to build in time to revisit collections of artifacts and help students organize and tell their story. Plan time in your courses for individual meetings with students to help them select meaningful examples of their work and articulate their rationale for selecting them.

You can't assume that students will always know how to be reflective. Teachers play a critical role in helping students reflect on what they are experiencing and learning by providing guiding questions and helpful formats to record information. The graphic organizers in the *Tools* section (Tools #14-17, pages 83-86) can help structure students' reflection and thinking about what goes on in a classroom. Consider these formats for journal entries, research organization, and classroom observations.

For Example

- Use double-entry notebooks as an observation format: have students write what they observe in the observation on the left side of the page and later, perhaps in class together as a group, have them write what they think they saw on the right side of the pages See Tool #16.
- Give students different observation assignments: for example, ask them to watch how the teacher gets students in the class to ask questions; how the teachers use the board; how they move around the room; how they use technology; how they give students feedback. See Tool #17.

- Observe or “shadow” a student for a day (or half day). What is it like to be a 4th grader? How do these students react to their teacher? Why?

- Observe or "shadow" the principal or other administrator or staff member (e.g., school psychologist, guidance counselor, or school nurse) for a day.

Keep in mind, however, that a collection of structured journal entries and classroom observations is not a portfolio. Entries need to be organized in some way so that a wider audience understands what the student did and why. There is more than one way of doing this:

- One method involves having students write captions or “tags” for each entry they put into their portfolio describing the entry briefly and explaining how it relates to course or program goals.

- Another method is to have students prepare a connecting essay where they explain the contents of their portfolios and why they included these things.

Tip

Reflecting

Think of the captions and essay as the audiotapes many people use at museum exhibition. These reflective pieces guide the reader/observer, highlighting a student’s important insights and ideas.

There are some simple yet effective methods for organizing this reflective piece. One way is to divide the portfolio entries into the following sections:

- WHAT (describe the artifact);
- SO WHAT (give the reason for including it);
- NOW WHAT (explain how this artifact will affect the student’s future plans)[3]

Another way is to divide the reflective piece into three different sections and include sample artifacts in each section:
- Where I came from;
- Where I am now;
- Where I am going.

[3]Van Wagenen, Linda, and Hibbard, K. Michael. (1998). “Building Teacher Portfolios.” *Educational Leadership*, 55(5): 26-29.

- **Make portfolio exhibitions public**

Most importantly, portfolios are for sharing. Plan portfolio events.

For Example

Students at the Mt. Pleasant Teacher Academy in Providence, Rhode Island hold exit presentations to which they invite a committee of teachers, friends, and parents and talk about how they put together their portfolios.

Many places are excited about computer technology that allows students to combine text with photos, graphics, and video. Find out if your technology department can train you and your teachers how to use multimedia software to make portfolios on disk or CDs.

Checklist of a Successful Pre-Professional Portfolio

- Shows evidence of an organizing principle
- Shows evidence of personal voice.
- Entries are complete and thoughtful
- Entries are linked to experience of practicum setting

Program Profile

Organize a Course with a Class Portfolio

Ninth graders at Miami Senior High School's *Center for the Teaching Profession* spend two semesters putting together a portfolio for their course "Exploring Teaching". Peer teaching is the capstone project of the course. Before attempting to teach their peers, the class devotes much time to exploring classroom management—one of the most frequently-requested areas of professional development for teachers. When students peer teach, they start by outlining their own class rules and discipline action plan. Students do not hesitate to put their discipline plans into action with their peer "students".

Through their peer-teaching experiences, students learn to research a topic of interest (e.g., music, the history of auto racing), write lesson plans, develop and sequence a series of learning activities (including vocabulary puzzles, videos, and skits), and construct pre- and post- tests on the topic.

Students document all of their work for this course in a portfolio. The portfolio, which is typed and graphically designed by students, contains the following sections:

- Student autobiography
- Most memorable teacher
- Least memorable teacher
- Recommendations written by middle school guidance counselors
- Favorite quotes, inspirational stories, and poems that relate to teaching
- Grade book
- Class rules
- Seating chart
- Lesson planning
- Pre/Post tests
- Journal entries
- Evaluations by peers of peer teaching

6. Publicize your Program

Marketing counts in the competitive academy, magnet, or school-within-a-school environment. Part of your job is to make your teacher academy a popular option for incoming high school students. Quality marketing materials and some savvy use of local media will help you reach potential students for your program. And you may also be able to generate new financial support from others who believe in the program's mission as well as identify program volunteers.

- **Develop effective recruiting materials**

Most programs do not have large budgets devoted to marketing, so most use what they have carefully. It's important to have a brochure or flyer about your program. You could develop a whole **public relations kit** useful in recruiting students, getting funding, spreading your word to local media, etc. Include the following:

- A mission statement
- A letter from the superintendent.
- Fact sheets about the application process, program electives and activities, and college partnership
- Students' and teachers' "success stories"—how the program has affected them personally and professionally.
- A program brochure

How to Develop a Brochure

Key Questions to Address:

- ☑ What is the role of your brochure?
- ☑ Who is your primary audience?
- ☑ What information is of most interest to them?
- ☑ What strengths will you highlight?
- ☑ Do your photos reflect the diversity among the students and the staff?

Brochure Dos and Don'ts

Don't

- List names of personnel as contacts since they may move on before you know it.
- Say anything you wouldn't want repeated in your local paper
- Use photos with little contrast or action.
- Go into too much detail.

Do

- Capture a few unique aspects of your school district's program or approach.
- Be brief and concise.
- Use glossy or richly textured paper.
- Use high-contrast pictures of students and teachers engaged in active learning.
- Use white space to make the text more readable.
- Identify incentives to complete the program.
- Describe the admission process and answer frequently asked questions about courses and activities including program's partnership with local college.
- Provide testimonials of program graduates if possible.

Distribute your materials. Here are some places you can start with:

- Hand out brochures to principals and counselors at individual schools.
- Disseminate flyers and information at union events.
- Enlist teachers from the local community to hand them out to prospective students.

❑ Generate Publicity for Your Program--Working with Local Media

Most people find that their budgets for marketing and other outreach activities are fairly limited. Paid advertising, which tends to be expensive, is generally not an option for most programs. An alternative way to raise awareness and get the word out about your program is working with local media to cover some aspect of your program.

The most important thing to keep in mind in working with the media, is that they are interested in covering *news*. That means they need to be convinced that a story is newsworthy. How can you make your story idea appealing to local press? Here are some ideas:

- Identify how your program is responding to a local problem. Describe, for example, local teacher shortages or shortages of teachers of color and how your program takes an innovative approach to solving them.

- Highlight the community support your program has garnered and ask that key community leaders provide statements of support.

- Reporters are particularly interested in data and statistics. Highlight demographic information about your program participants to show how the program is meeting the needs of the community.

- Conduct brief interviews with participants or invite them to submit a short statement about what the program has meant to them. These testimonies could be turned into an op-ed or letter to the editor.

- Think about the best timing for a story about your program. Back-to-school time, for example, when school districts are scrambling to fill teacher vacancies, might be an ideal time to introduce reporters to your program that is designed to help meet the local teacher recruitment challenges.

Your local newspapers might be happy to write a story, or print a story you contribute about your program. They are interested in *local* issues—especially school-related issues—and often will help promote your cause. There are several approaches you can take:

- Write a **"pitch letter"** (an introductory letter designed to convince the reader to become interested) to the editor, highlighting the importance of your teacher academy program. Hopefully, the editor will take interest and assign a reporter to write a story about your program.

- Write a short **press release** about your program, focusing on one of your students' or program graduates' experience in the program and potentially fulfilling a teacher shortage need in your district.

- Write an article for the **"op-ed" page** (where opinions and issues are aired) about the importance of supporting teacher academies.

- Write a letter for the **"letters to the editor"** page about the teacher shortage crisis and the benefits of teacher academies.

Follow up with a phone call to the editor to ask if you can answer any questions about the program. Be sure to line up a program participant or graduate with an interesting success story who can be available to talk to a reporter.

The free publicity—newspaper articles, letters to the editor, etc. that can result from these efforts also are effective in recruiting new students to your program. In addition, they can be copied and included to packets to funders, communications with local legislators, and others to build support for your program.

Tool #4

Student Application Form

1. Name: _____

2. Home address: _____

3. Telephone number:_____

4. Date of birth: _____

5. Name and address of parent/guardian:

_____

6. Name of your middle school:_____

7. Name of your middle school counselor:_____

8. Grade point average:_____

9. Social security number:_____

10. Student ID number:_____

11. Indicate your source of information and/or the reason that most influenced your decision to apply to the Teacher Academy:

_____
_____
_____
_____

12. What was your class rank in your graduating (middle school) class?_____

13. Have you been involved in academic probation or other disciplinary action such as suspension? Yes_____ No_____ If *Yes*, explain:

_____
_____

14. List any honors or awards you have received:

15. List any clubs or organizations in which you have participated:

16. List special talents and skills you possess:

17. Why does teaching interest you? Explain your reasons for wanting to enroll in the teacher academy.

_____
_____
_____

Tool # 5

Teacher Academy
Student Contract

I understand that the Teacher Academy is a college preparatory program. All students in the program are expected to exhibit above average behavior and academic performance. As a student in the Teacher Academy, I agree to:

1. Attend school daily and bring in notes to validate my absences.

2. Attend all my classes and arrive promptly.

3. Complete all required work in program courses and core curriculum courses.

4. Review my grades after the first marking period each semester and get tutoring for any subject I receive lower than _____ (grade).

5. Attend summer school if I fail courses.

6. Participate in the field-experience internship(s) and/or community service learning opportunities for _____ hours.

7. Prepare a portfolio of my work in the program.

8. Take dual-enrollment courses and/or college-credit bearing courses that are part of the teacher academy program.

9. Be a role model for others, which includes treating myself with respect as well as my classmates, my teachers, and my students.

I understand that if I do not successfully complete my academic work in grades _____, I will not be eligible for the field-experience internship or the college-credit bearing courses.

_____
Student Signature

_____
Parent/Guardian Signature

_____
Date

Tool #6

Parent Permission Form for Teacher Academy Internship

Dear Parents:

The student-teaching internship is an important part of the Teacher Academy experience. The internship experience will take place at _____.
Your child will be supervised by a cooperating teacher and the program internship supervisor.

Please provide permission for your child to participate by completing the attached form. No students will be able to participate without this form.

Thank you for your cooperation.

Sincerely,

Name
Program Coordinator

_____

My son/daughter _____ has my permission to participate in a field-experience internship as part of the Teacher Academy program at _____ High School.

I understand that this internship requires that students do student teaching ____ period per day/week at _____ for the semester. Students will be supervised by the cooperating teacher and the internship supervisor.

_____
Parent/Guardian Signature

Home phone number: _____
Work phone number: _____

Date: _____

Tool # 7

Parent Volunteer Sign-up Sheet

Dear Parents:

When schools and parents work together, students' grades and behavior improve! Listed below are ways you can start now helping our program and your child. All you need to do is volunteer for what you like and have time to do.

Name: _____
Address: _____
Telephone:_____

To help the teacher academy program I could:
_____1. Provide copy service
_____2. Help publish a newsletter
_____3. Tutor before or after school
_____4. Assist a teacher for a few hours a week
_____5. Serve as a clerical assistant a few hours a week
_____6. Donate school supplies
_____7. Speak to students on current issues in education
_____8. Conduct a college orientation workshop
_____9. Speak to students about careers
____10. Conduct a workshop on cooperative learning techniques
____11. Conduct a workshop on computer technology
____12. Take pictures at special events
____13. Help students research scholarships
____14. Help out with fund-raising activities
____15. Provide transportation for field trips
____16. Write proposals to help the program get grants
____17. Donate computers or other office equipment
____18. Teach an SAT preparation class before or after school
____19. Recruit students from middle schools
____20. Serve as a mentor to a student
____21. Offer paid summer internships for students

Tool #8

Letter of Agreement for Cooperating Teachers

Dear_____:

Thank you for agreeing to take one of our student interns under your professional tutelage. We are confident that the educational and professional growth of this intern is assured under your experience and guidance.

You and your student intern, _____, will be invited to a program orientation meeting on _____to get acquainted and review program guidelines.

After the orientation meeting, you and your intern will work out a schedule for one semester for _____ periods per week.

In addition, the intern supervisor and/or the program coordinator will set up a visitation schedule in order to support your efforts with this intern.

Please do not hesitate to contact me with any questions you may have. Again, thank you for sharing your time and expertise with one of our interns.

Sincerely yours,

Program Coordinator

Tool #9

Teacher Academy
Cooperating Teacher's Evaluation of Intern

Intern Name:_____
Cooperating Teacher:_____
Subject Class:_____

	Excellent	Good	Satisfactory	Needs to Improve
1. Knowledge of subject				
2. Lesson Planning				
3. Attendance/Punctuality				
4. Desire to help students learn				
5. Willingness to take directions and learn from suggestions.				
6. Resourcefulness, initiative, problem-solving ability				
7. Rapport with students				
8. Ability to deliver lessons				
9. Participation when not teaching in front of class (one-on-one or group tutoring, etc.)				
10. Personal and professional growth				
11. (add your own)				
12.				
13.				

Comments:_____
_____
_____
_____

Recommended grade: _____

Cooperating Teacher Signature

_____

Tool #10

Teacher Academy
Program Coordinator/ Internship Coordinator Evaluation of Intern

Intern Name:_____
Cooperating Teacher_____
Subject Class:_____

	Excellent	Good	Satisfactory	Needs to improve
1. Punctuality in handing in work				
2. Quality of journals/portfolio				
3. Workshop participation				
4. Performance in content classes				
5. Attendance in content classes				
6. (add your own)				
7.				
8.				

Comments:

_____
_____
_____
_____
_____

Grade:_____

Tool #11

Teacher Academy
Student Intern Self Assessment Checklist

Rate yourselves on the following items using this scale:
0= Rarely or not at all
1=Occasionally
2=Most of the time
3= Always

_____1. It is obvious I care.
_____2. I am dependable and my attendance record reflects this.
_____3. I am punctual.
_____5. I have developed a good rapport with my cooperating teacher.
_____6. I turn in my journals when required.
_____7. I know all of the students in the class by name.
_____8. I have established a rapport with students.
_____9. I have worked with students one-on-one.
____10. I have worked with students in small groups.
____11. I speak clearly and audibly to the class.
____12. I have learned to give clear explanations and directions.
____13. I have established effective questioning techniques to guide students' learning.
____14. I encourage all students to participate.
____15. I am patient, courteous, understanding and considerate.
____16. My cooperating teacher takes me seriously because of my efforts.
____17. I have read materials that help me understand issues that come up in the class.
____18. I give praise to students and encourage them to learn.
____19. I have applied what we discuss in class to my internship.
____20. I provide a positive role model to the students in the class.
____21. I have a cheerful disposition.
____22. I have given attention to detail.
____23. I encourage students to attend school regularly and to take their school work very seriously.
____24. I readily perform all tasks I am asked to do.
____25. I support and follow all of the school policies.
____26. I will maintain confidentiality.

_____ **Total**

Items beyond normal expectations:

_____a. I consistently do more than the minimum of ____ hours a week.
_____b. I have been responsible for planning and presenting lessons to small groups.
_____c. I have been responsible for planning and presenting lessons to the whole class.

_____d. I have studied and prepared content material for the class.
_____e. I have established myself in a teaching role.

_____ **Total for this section**

Tool #12

Teacher Academy
Intern Lesson Observation Guide

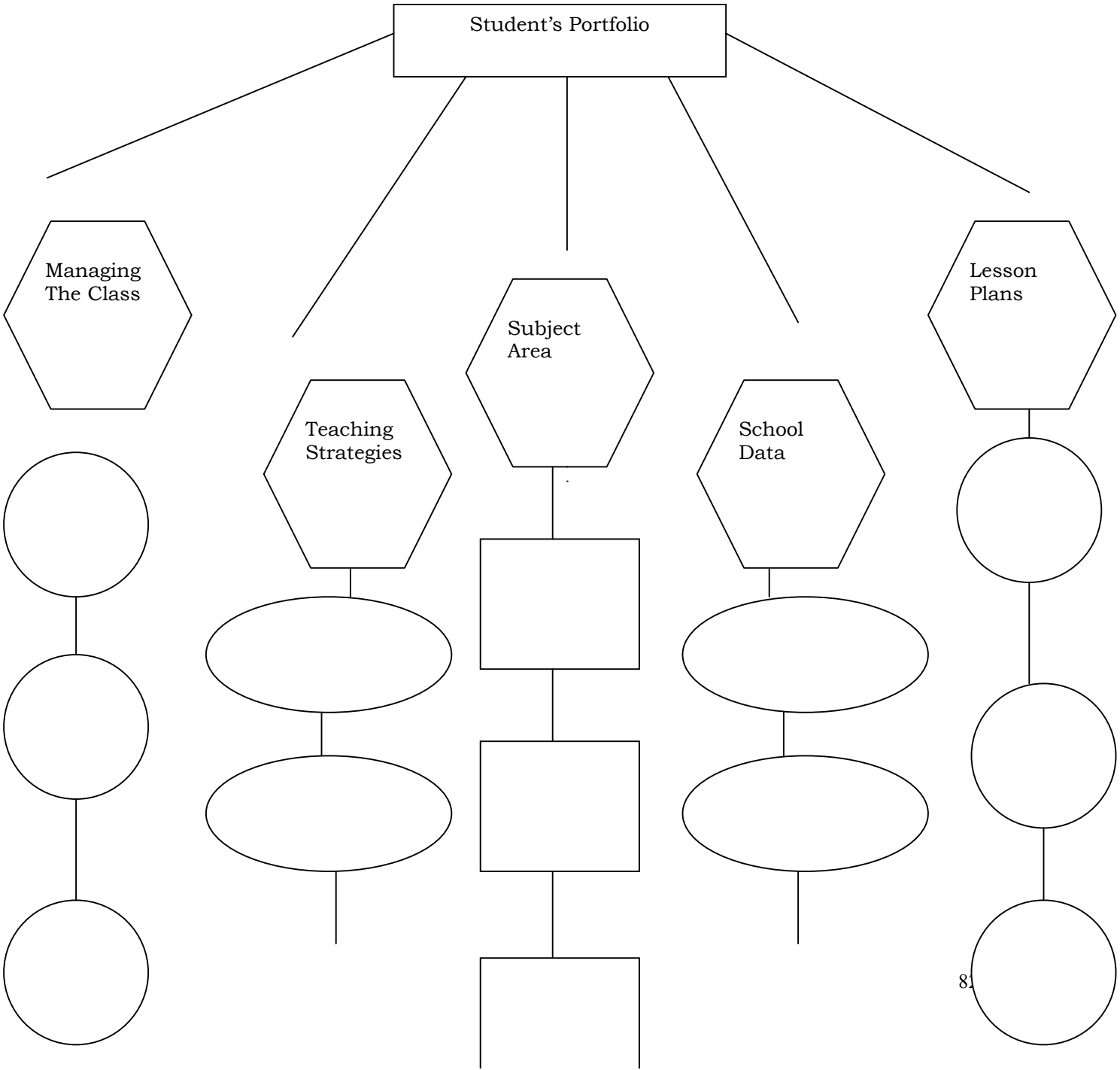
Model your intern observation on the instrument that your district or school uses for assessing teachers. Here is an example.

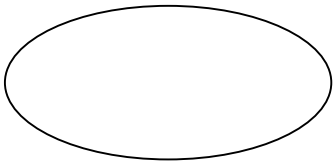
	Excellent	Good	Needs Work	Not Applicable
A. Preparation of Lesson				
1. were objectives clear?				
2. were they achieved?				
3. knowledge of materials				
4. questioning techniques				
5. were boardwork/handouts appropriate for class?				
6. was intern well-prepared and organized?				
B. Performance				
1. were students paying attention?				
2. were students called on by name?				
3. were many students involved in the lesson?				
4. were intern's responses encouraging?				
5. was intern able to think on feet?				
6. was intern enthusiastic and energetic/				
7. did intern move around the room?				
8. were directions clear/concise?				
9. did lesson have variety/good pace?				
10. was intern in control of class?				

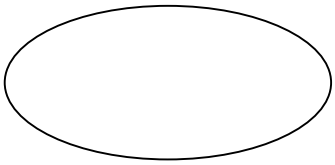
Comments:

Tool #13

Portfolio Tool
The Big Picture







Tool # 14

Portfolio Tool
Journal Entry

Date_____

TOPIC or OBSERVATION or PROBLEM

What I know about this: **How I learned this:**

What I wonder about this/What I want to know:

How I will find out what I want to know:

Tool # 13

Portfolio Tool
Organizing My Research

Topic:

Sources:

Information I learned:

My conclusions:

New Ideas and Questions about this....

Tool #16

Portfolio Tool

Date:
Time:
Location:

Double Entry Notebook

Double Entry Notebook

What I Observed:

My Ideas about what I observed:

Tool # 17

Portfolio Tool

Observing Behavior

Behavior to be observed: (i.e., correcting students)

Responses: ▪ Teacher 1. 2. 3. ▪ Students

Results:
What I think about this/What I wonder about this:

Chapter 3

Program Documentation and Evaluation

Overview

This chapter outlines steps for designing and carrying out an evaluation of your program. Each step builds on the previous one. We suggest you consider each of these steps in logical order to maximize the quality of your evaluation design and its results.[4] Incorporate your findings in promotional materials.

1. Understand the purpose for your evaluation
2. Identify the audiences for your evaluation
3. Formulate the research questions
4. Select methods for data collection
5. Use evaluation findings for program improvement

[4] For further information on program evaluation for your teacher academy, see RNT's *Measured Steps* publication cited in the resources section, page XXX.

"The most important lesson that we've learned from our experience is that you can't afford *not* to have evaluations of your program. Evaluations that show results will help you stay in business and get increases in funding." Program director

No program in this day and age can afford to avoid evaluation. Regular assessment is necessary to keep your program "on track," or in line with your mission and objectives and to keep your stakeholders engaged.

Documentation and evaluation should be an ongoing part of your program. Evaluation means keeping track of effective program activities or components that help you meet your goals. It also entails maintaining records of program participants such as the number of students that complete your program and the number of students that matriculate to college.

Evaluations are opportunities to define and measure success in achieving your program objectives. Whether you do evaluations on your own--an internal evaluation--or have an outside entity conduct your program evaluation, the process should improve your program by providing useful feedback and ideas for new directions.

1. Understand the purpose of your evaluation

Before you put time and energy into designing as evaluation plan for your program, you need to ask yourself "*Why* evaluate this program?" Whether the program is new and still under development, or one that has been around for years, there are several reasons for conducting an evaluation:

In order to:	**Look at:**
Determine whether goals and needs have been met.	1. Goals or needs assessment
Determine the adequacy of the program design that was used; compare the design to alternatives.	2. Program design
Determine whether program was implemented as planned; describe problems that developed; examine	3. Process or implementation

what happened vs. what was expected. Assess the quality of outcomes; determine the outcomes achieved; determine if it was worthwhile. Determine if program was worth the resources it consumed.	 4. Results/Outcomes/Impact 5. Decisions about continuing

It is inevitable that your program stakeholders will want to know if the time and resources dedicated to your teacher academy program make a difference in interesting high school students to pursue teaching or if it helps them pursue post-secondary education. At some point you will be accountable for talking about the **impact** of your program; in order to measure the impact you must be familiar with the **processes** (the activities and other components of your program).

Keeping Track of Processes and Impact

Identifying program processes and impact (or outcomes) will guide each subsequent step of your evaluation, from formulating the research questions to designing the appropriate data collection instruments and making recommendations based on findings.

Program Processes relate to the specific aspects of program components and the implementation of those components. In assessing processes, you might look at:

- Attendance at program activities
- Participant satisfaction with program activities/supports/etc.
- Retention or participation in the program

Program Impact (or outcomes) relates to what happens to the participants as a result of being in the program and being exposed to the various program components. Program impact may relate to changes in knowledge, skills, attitudes, values or behaviors. In assessing program impact, you might look at

- Attitudes about teaching as a career
- Grades or academic performance of program participants
- Participant confidence and self-esteem
- College matriculation rates of program graduates
- Numbers of participants who eventually enter the teaching field

2. Identify the audiences for your evaluation

You might be surprised by the number and types of stakeholders who are interested in your program. Consider what information you can give different audiences in order to help them to understand and support your program. Ask them to help you develop the questions you want to ask about your program.

Potential Audiences:

- Superintendents
- Principals
- Boards of Education
- Teachers
- Teachers associations
- Parents
- Community groups
- Funding agencies and foundations
- Legislators
- Taxpayers

Your audiences may have different informational needs. For example, if staff from similar programs is one audience, they may seek information about the intricacies of the program and its activities. If another audience is funders, they may simply want the "bottom line" (e.g., did the program do what it said it would do?).

Consider the type of information your audiences will find most important, as well as the particular medium, format, and style they are likely to appreciate.

3. Formulate the right research questions

The evaluation questions are the key to good evaluation design and activities. Formulating the questions and issues that will guide your study takes time, reflection, and the involvement of your stakeholders. But keep this in mind: evaluation is part of the natural process of program development. Your research questions are often the same sorts of questions you might be asking yourself every other day:

- What is the *issue* we are trying to address?

- What are we *doing* to address this issue?
- Are we doing what we *said* we would do?
- Are we doing things *well*?
- How can we *improve* what we do?
- What *difference* have we made?

The following matrix provides you with basic evaluation questions based on some examples of program processes and impacts.

Processes and Impacts	**Typical Evaluation Questions**
Retention in the program (**Process**)	What are the characteristics of participants? Who leaves the programs and why? How has retention changed over time? Why?
Quality and relevance of program activities/components (**Process**)	What activities are most/least effective and why? What mid-course directional changes have been taken and why? What was the result? Are there sufficient resources to implement the activities?
Academic achievement of program participants (**Impact**)	What are the academic outcomes of this program in terms of participants' grades? How prepared are participants to attend college? How many intend to go to college and how has that changed over time?
Changes in participants' attitudes, confidence, self-esteem (**Impact**)	How has the program helped participants to identify goals an ways of reaching the goals How has the program provided support to participants in reaching their goals? How have participants' motivation and confidence to attain goals changed over time?
Participants' career plans (**Impact**)	What percent of participants plan to teach upon entering/leaving the program and how has that percent changed over time? How have participants' attitudes about teaching changed over time?
Participants entering the field of teaching (**Impact**)	What is the number of participants that enter/graduate from a teacher preparation program? What is the number of participants who enter the classroom to teacher? How does

	that number change over time?

4. Select appropriate methods for data collection

After you have framed your evaluation questions, you need to think about what your indicators might be, and ways to capture the information (the data) that best answer your questions.

Sidebar: Indicators are specific pieces of information that allow you to judge whether your program is meeting its goals or its desired outcomes. They describe observable, measurable characteristics or changes that together represent an achievement of an outcome.

For Example

If your research question is:	**Your indicators could be:**
What activities were most/least effective?	*Numbers* of participants attending High vs. low *ratings* on activity follow-up questionnaire
Are participants well prepared to eventually become teachers?	*Evidence* of intentions to teach *Number* of participants that graduate from high school and enter college *Changes* in participants' knowledge about what it takes to be a teacher *Changes* in participants' attitudes about teaching and learning

The challenge in data collection comes with selecting data collection methods that give you good information without being overly time-consuming. The following chart gives some basic data collection procedures and examples that you can use to collect information about your program:

Sample Data Collection Procedures		
Procedure	**What it measures or records**	**Example**
Opinion survey	Opinions and attitudes	Students are asked to rate the quality and relevance of program components and activities
Survey Questionnaire	Demographic characteristics, self-reported variables	Frequencies of key behaviors and attitudes of students are charted over the course of the program
Interviews (group or individual)	Person's responses and views	Program coordinator interviews students about program adequacy
Observation checklist	Particular physical and verbal behaviors and actions Environment or context in which program operates	Session observer records how frequently participants use a new skill learned, or how they work as a team, how they interact with children, etc.
Case studies	The experiences and characteristics of selected persons in a program	A few students from the program are visited at school over a period of time. Peers, parents, teachers, etc. are interviewed
Expert panels, hearings	Opinions, interpretations	A panel of classroom teachers reviews program components and gives interpretations about relevance, quality, etc.
Records analysis	Records, files	Student achievement records are analyzed to detect trends before and after program
Logs	Own behavior and reactions are recorded narratively and analyzed	Program participants maintain a log of their thoughts about teaching, education, goals, the program, etc.
Knowledge tests	Knowledge and cognitive skills	Students are tested on knowledge of teaching practice

Use this chart together with Tool #18 (page 97) to help you develop an information collection plan.

Tip

Systematically document all your activities

For any workshop or other program activity
- Keep attendance records of all participants (students, teachers, parents, others)
- Save a copy of all handouts
- Administer a short feedback form (What activities were most useful? What questions do you still have?)

See Tool #19 (page 98) for a sample of a popular short feedback form.

Use excerpts from newsletters, student journals or video clips from videotaped lessons to document what students are learning in their teacher academy electives and internship experiences.

For Example

ChalkTalk, the Walton-Lehman Pre-teaching Academy newsletter, keeps program students, teachers, and program graduates up-to-date on program activities. *Chalktalk* also includes lively excepts from students' internship journals highlighting the highs (and sometimes the lows) of assisting their cooperating teachers in the high school.

5. Use Evaluation Findings for Program Improvement

After putting in all the effort to design an evaluation and collect data on your program, you want to put your hard work to good use.

Now you will want to:

- Present your findings in the most effective, reader-friendly way
- Share your findings with staff and other stakeholders
- Address the recommendations you made in your evaluation

- Incorporate findings in promotional materials

Presenting your findings in the most effective way will help you to convince others where you need to make program adjustments, or how you have accomplished your goals. Here is an overview of some of the most important considerations of effective reporting:

- **Refocus on the purpose of your evaluation**

Link your evaluation to the role it was intended to play. For example, if the purpose of the evaluation was to guide program design and development, then the report should be used to inform others about the adequacy of the design, and reasonable alternatives, etc.

A list of typical purposes for evaluation includes the following:

- To demonstrate accountability
- To convince and gain support
- To educate and promote understanding
- To explore and investigate
- To document
- To promote public relations[5]

- **Identify audiences for your report--and target your messages**

Without a clear understanding of the types of audiences the report targets, you could spend a lot of time creating a report that is neither understandable nor useful to its users.

You may need to develop a variety of presentation formats for your report. For example, for audiences who are not apt to pour through the findings of a long report, you might choose to present the evaluation findings through testimonies coupled with succinct charts and graphs. Other examples for displaying information include:

- Photo essays or slide presentations

- Film or videotape presentations

- Case studies and anecdotal portrayals

[5] Worthen, B. and Sander, J. (1988). Educational Evaluation: Alternative Approaches and Practical Guidelines. New York: Longman.

- Test score summaries
- Question and Answer sessions

Tip

Components of a good written evaluation report:

- An **executive summary** is a succinct summary of the evaluation purpose, procedures, and major findings and recommendations. It can function as a stand alone or be included within the full report.
- An **introduction** serves to set the stage and serves as a guide for the rest of the report. It focuses on the purpose of the evaluation and describes the audiences the report is intended to serve. Often, the introduction will address such questions as: Why was the evaluation conducted? What questions was it to address?
- The **evaluation plan and procedur**es section of the report gets down to the nuts-and-bolts of the evaluation design by providing an overview of the information collection plan, the data collection instruments used, and an overview of the analysis and interpretation.
- The **presentation of evaluation results** section contains the results of the evaluation and provides the source for the subsequent section, conclusions and recommendations. One convenient way to lay out your results is to organize your findings around your research questions or the goals of the evaluation.
- **Conclusions and recommendations** should be provided in their own section and should present the criteria and standards used to judge the program; the judgements about the program (e.g., the strengths and weaknesses of the program); and the recommendations for actions that might be taken over the short- and long- term for program improvement.

Tool #18

Developing an Information Collection Plan

(Deciding what data to gather and how)

Evaluation questions	**Potential indicators**	**Information collection procedures**	**Respondents (who will provide you with this information)**
Example: How successful was the college readiness component of this program in helping participants to understand the steps necessary?	1. Program participants know the steps necessary to apply to college. 2. There is an increase in the number of participants who plan to attend college. 3. Program participants know what kinds of courses and grades they need to get into college.	Knowledge survey on college readiness components Opinion survey about specific components of the college readiness activity (e.g., did it meet participants' needs? What should we do next time?	Program participants Program participants

Tool #19

Quick 3-2-1 Evaluation

3 things I learned from this activity:

2 things I am still unclear about and would like to learn more about:

1 thing I will do or try based on what I learned today:

APPENDIX A: OTHER PRECOLLEGIATE PROGRAMS

A. Curricular Course Offerings: South Carolina Center for Teacher Recruitment (SCCTR)

What is the South Carolina Center?

SCCTR is the nation's oldest most established teacher recruitment program. The Center was created and funded in 1986 by the South Carolina General Assembly out of a concern for the condition of South Carolina's teacher supply pool and the need for a centralized teacher recruitment effort. In addition to the precollegiate recruitment programs (middle and high school course offferings), the Center runs mentoring programs, a college helpline, and a job bank.

While other states have initiated teacher recruitment programs to expand the number of people in the education pipeline and recruit certified teachers, SCCTR's precollegiate course offerings—ProTeam for middle school and Teacher Cadet for high school—are stellar examples of precollegiate teacher recruitment programs. The strength of these programs lies in their motivating well-thought-through curricula combined with hands-on experience in tutoring or practice teaching. By exposing students to teaching through a variety of programs and approaches, South Carolina is not only planting the seeds to grow its own teachers, it is harvesting the crop.

ProTeam and Teacher Cadet programs offer rich motivating curricula. Both were developed by teachers working to help students understand and practice the craft of teaching.

ProTeam (middle school)

The Proteam program was piloted in twenty schools in 1989-90. It was developed to interest middle school students before they became "turned off" to the idea of becoming a teacher. The semester or year-long course combines hands-on activities with positive learning experiences related to:

- Self discovery
- Cooperative group work
- Community service learning
- Goal setting
- Career exploration

- Family involvement
- Teaching-like experiences

ProTeam Club activities are available as a follow up to the course and as a way of keeping up students' interest in activities related to teaching.

"The interesting thing about the ProTeam course is how students really start to identify with what they learn. When students start the ProTeam course, they think they know everything there is to know about themselves. They say, 'If there is one thing I know about, it's about myself.' Then they go out to the elementary classes to tutor students. They come back later saying that the kids who act up really have to learn more about themselves." Middle School ProTeam Teacher

Teacher Cadet (high school)

The Teacher Cadet course was started in the late l970's by a teacher in Conway, South Carolina who wanted to help a group of students learn more about teaching. These students were given opportunities to tutor high school students and to work as aides in the elementary schools. Later, in the mid 1980's, this course was adopted by the dean of education at a local college and piloted at a group of high schools. The pilot schools agreed to form partnerships with nearby colleges and involve college faculty in teaching an introduction to education course

Today the course may be taught for high school or college credit, with or without a college sponsor. The components of the Teacher Cadet course are intentionally broad in scope to provide flexibility to the high school and college teachers. Most of South Carolina's colleges and universities with teacher education programs support the Teacher Cadet sites. Over two-thirds of the college partners grant college credit for satisfactory completion of the course. The Center is now in the process of piloting an assessment, modeled on the PRAXIS tests, to evaluate what students learn in the Teacher Cadet course.

Contact Information
The South Carolina Center for Teacher Recruitment offers training in the use of its ProTeam and Teacher Cadet curricula. They also offer training in field-experience components that allows students with strong skills in particular area to assist in a high school classroom using special curricular guides. For further information about SCCTR's materials, or to inquire about training your teachers in the ProTeam or Teacher Cadet curricula, contact

South Carolina Center for Teacher Recruitment
Ward House
Rock Hill, SC 29733
(803) 323-4032
1-800-476-2387
www.scctr.org

B. Extracurricular Clubs: Future Educators of America (FEA)

What Clubs Do:

Future Teacher Clubs are the oldest and most prolific type of precollegiate recruitment program in the country. While Future Teacher Clubs first developed in the 1950's and early 60's, they have undergone many transformations (including name changes) since then. Phi Delta Kappa, the new sponsor of Future Educator Clubs, is in the process of growing and connecting a national network of clubs across the country into a cohesive program of support for developing new teachers.

FEA clubs are as varied as the students and teachers who make them up; however, all have common goals. All clubs provide a resource for middle and high school students to explore careers in education. FEA programs have designed many activities that involve students in teaching and leadership roles including:

- Observing classrooms
- Shadowing teachers, administrators, and counselors
- Hosting guest speakers from nearby colleges
- Attending lectures and conferences on educational issues
- Tutoring or peer coaching
- Assisting with an after-school programs
- Volunteering at day-care centers, early childhood programs, or literacy programs

The potential of FEA clubs in supporting the development of new teachers is promising:

- FEA helps **students** to explore teaching as a career option providing a realistic understanding of teaching and encouraging students from diverse backgrounds to think seriously about the teaching professions.

- FEA gives **teachers** a chance to examine, clarify, and explain their role in students' lives.

- FEA is a service opportunity for **schools** that elevates the role of teachers and opens new avenues of communication about education and its place in the community.

- FEA expands the pool of applicants to teacher education programs at **colleges** and provides early identification of potentially excellent future teachers.

- FEA helps the **education profession** extend the vision of the profession by enlarging the talent pool, creating a positive image of teaching for students, parents, and other citizens, and encouraging the influx of new ideas and diverse points of view.

Program Profile

FEA Club at Miami Senior High School

The main purpose of the FEA club at Miami Senior High School is to serve the school and community. Membership is open to all students and meetings are held twice a month during lunchtime. Members particularly like to specialize in projects honoring and helping teachers.

Every month the club selects a FEA Teacher of the Month, selected from student essays about the teacher they think should be the Teacher of the Month. The winning teacher receives a brass apple, a certificate, and members of the club write a short biographical essay about the teacher, which is distributed to all the teachers. At the end of the year, the club selects the Teacher of the Year and adds her/his name to the plaque in the office. In honor of National Education Month and Teacher Appreciation Week, the club brings in "sweets for the sweet"—for their teachers.

During the school year the club assists teachers on workdays. They also hold a school supply drive and children's book drive and donate the items to charity.

Leadership in the club is in the hands of student members: students take charge as club president, vice-president in charge of service projects, vice-president in charge of social activities, treasurer, recording secretary and corresponding secretary. The lead teacher of the school's teacher academy is the club advisor.

How to find or start a club

Starting a FEA chapter takes only one committed individual—a student, a teacher, a business leader, a school administrator, a parent—to light the spark. Find others who want to give middle and high school students a chance to explore the variety of careers available in the field of education. Examine your local needs and enlist students in the planning and organization of the chapter.

The next step is to contact PDK and get support, information, and ideas for running your club. PDK provides chapter advisors with an organizational manual and conducts a Summer Institute for Prospective Teachers. They also offer a scholarship program for high school seniors majoring in education and hold a national FEA conference every February.

Organizers may contact PDK about starting a new chapter or learning more about existing chapters.

Phi Delta Kappa
408 North Union
P.O. Box 789
Bloomington, IN 47402
1-800-766-1156
FAX: (812) 339-0018
Email: headquarters@pdkintl.org

C. Summer Programs: SummerBridge

A Brief History

"The program is for the staff as much as it is for the students. We are deeply committed to encouraging and preparing talented young people to enter the field of education." Lois Loufbourrow, Founding Director

What began in 1978 as an academic enrichment program for low-income middle schoolers in San Francisco, has evolved into 31 separate preparatory programs for middle school students around the country. Simultaneously, Summerbridge has functioned as an innovative school of education for the high school and college students who not only teach the classes, but also plan, advise students, meet with parents, and work in administrative positions. Adult professionals serve as master teachers offering extensive staff training during the week of student-teacher orientation, and observing classes, and providing support and resources for the young teachers.

"Before this experience, teaching was *maybe* one of the possibilities for me, now it's *definitely* one of the possibilities." High School Teacher at Summerbridge, Cambridge

"This is a beautiful environment. These young teachers are mastering two skills at the same time: how to introduce and present content in the classroom; and how to manage a class. However, the big advantage is that since the students are so motivated and the classes are so small, there is not much of a problem with classroom management and teachers can focus on teaching." Master Teacher at Summerbridge Manchester, NH

The Summerbridge Experience: Summer and Year-Round
Generally, middle school students admitted to Summerbridge commit to two 6-week summer sessions and tutoring/advisory meetings after school during the school year. Students in the summer session take five academic classes taught by talented high school or college students. Small class size (each academic class has approximately six students) combined with creative teaching techniques and materials makes this teaching/learning experience ideal. In addition to academic classes, middle school students participate in electives (performing and studio arts, sports, and computers), community service, field trips and festivals.

"Summerbridge has great resources. Each department has five or six binders filled with successful lesson plans from Summerbridge programs around the country. This gives the young teachers lots of

ideas for lessons. They also use each other. This is a very collaborative atmosphere. People really help each other out."
Master Teacher from Summerbridge Manchester, NH

Locations and How to apply
Summerbridge runs programs in the following cities:

Atlanta
San Raphael, CA
Manchester, NH
Miami
Cambridge
Cincinatti
New Haven
San Franciso
Fort Worth
New Orleans
Germantown (Philadelphia)
Los Angeles
Boca Raton, FL
Pittsburgh
Portland
Louisville, KY
Houston
Providence
Richmond, VA
Riverdale, NY
Norfolk, VA
Bethlehem, PA
Sacramento
San Diago
Manhattan,
Raleigh

The on-line application for teaching at Summerbridge contains short answer essays. New applicants must also complete a classroom teaching presentation and an interview.

New Jr. Teacher Positions
Some Summerbridge programs offer high-school students the opportunity to work as junior teachers. Junior teachers plan lessons with teachers, attend orientation and Master-Teacher meetings, and assist students in the classroom. Like teachers, junior teachers are paid a stipend. However, they are not obligated to work as many hours a day as the regular teachers. In this way, junior teachers may hold part-time jobs during the summer.

For Example

The junior teacher program at Summerbridge Cambridge was funded by the Mayor's Office. Students were paid an hourly stipend and worked 20 hours a week.

"We were really well trained in our orientation sessions. They taught us how to make a five-week plan and to make individual lesson plans. But, of course, you learn more by *doing* than through *training*. I learned how to put it all into action. I learned how to explain things clearly." Junior Teacher at Summerbridge Cambridge

Contact Information

Visit the Summerbridge Web site for locations, applications and other information: www.summerbridge.org. Or write to

Summerbridge National
361 Oak Street
San Francisco, CA 94102-5651
(415) 865-2970
Fax: (415) 865-2979

Resources

General Precollegiate Information

The following resources have been cited in the body of this toolkit. They are the premiere national precollegiate organizations dedicated to giving high school (and middle school) students experiences in teaching.

- **Future Educators of America/Phi Delta Kappa**

408 North Union
P.O. Box 789
Bloomington, IN 47402
1-800-766-1156
Fax: 812-339-0018
Email: headquarters@pdkintl.org
www.pdkint.org/stuser/sfea.htm

- **South Carolina Center for Teacher Recruitment**

Ward House at Winthrop University
Rock Hill, SC 29733
(803) 323 4032
1-800-476-2387
Fax: 803-323-4044
www.scctr.org

- **Summerbridge National**

361 Oak Street
San Francisco, CA 94102-5651
415-865-2970
Fax: 415-865-2979
www.summerbridge.org

- **RNT Publications**

Teaching's New Generation: A National Study of Precollegiate Teacher Recruitment. (1993).

A national study providing information about and directory of "grow your own" teacher programs across the country designed to attract middle school and high school students to the profession.

Teaching's Next Generation: Five Years on and Growing. (1996).

Follow-up report to RNT's national study, with a directory of new precollegiate recruitment programs.

Measured Steps: An Evaluation Handbook for Improving Teacher Recruitment Programs (1998)

A step-by-step guide to improving your program by examining the effectiveness of activities, strategies, and participants' progress. Includes worksheets and instructions to help the beginning evaluator assess a teacher recruitment program.

Careers in Teaching Handbook (2nd Edition). (2000).

A comprehensive guide to becoming a teacher, including information on specialized preparation programs, certification and licensure, and finding a teaching job.

To order RNT publications, call (617) 489-6000 or visit our Web site at www.rnt.org

Other Resources of Interest

The following should offer you starting points for where to find additional information on topics of interest to teacher academy programs

- **College Awareness**

The following programs and publications aim to inspire middle school and high school students to prepare for the college experience, both academically and financially.

- **The National Association of Student Financial Aid Administrators** at www.NASFAA.org provides information on contacting local associations able to refer college financial aid consultants.

- **College Summit**
  P.O. 9966
  Washington, D.C. 20016
  (202) 265-7707
  Helps provides intensive college application workshops to qualified high school students.

- **Gaining Early Awareness and Readiness for Undergraduate Programs** (GEAR UP)
  1-800-USA-LEARN
  www.ed.gov

GEARUP is a national initiative to encourage more young people to stay in school, study hard and take the right courses to go to college.

- **Think College Early Initiative**

www.ed.gov/thinkcollege/early
This Web site has useful information on what it takes to prepare for college. There are resources for students, parents, and educators.

- **Useful Web Sites**: The following Web sites offer information on college preparation resources for students of color

➢ National Urban League, www.nul.org
➢ ASPIRA (Latino youth), www.aspira.org
➢ National Council of La Raza (Latino youth), www.nclr.org
➢ Puerto Rican/Latino Youth Leadership Initiative of the National Puerto Rican Coalition, www.bateylink.org
➢ National Association for the Advancement of Colored People, www.naacp.org
➢ Black Excel: The College Help Network, www.blackexcel.org

- **Hard Work Pays: What You Have to Do In High School to Get the Life You Want. (1999).** (publication)

American Federation of Teachers
555 New Jersey Avenue, NW
Washington, D.C. 20001
(202) 879-4400
www.aft.org

- **Yes, You Can: Establishing Mentoring Programs to Prepare Youth for College. (1998).** (publication)

U.S. Department of Education
Partnership for Family Involvement in Education
600 Independence Avenue, SW
Washington, D.C. 20202-8173
1-800-USA-LEARN
www.ed.gov/PFIE

➢ **Leadership Activities**

These programs offer ideas on how students can become peer leaders in their own communities.

- **Peer Leadership: Preventing AIDS Program**
- **Peer Leadership: Preventing Tobacco Program**

The Medical Foundation
Office of Publications
95 Berkeley Street
Boston, MA 02116
(617) 451-0049
www.ultranet.com/~tmf/peer.html

➢ **Community Service Opportunities**

These programs and organizations concentrate on providing children with community service opportunities in their local community.

- **America Reads Challenge**

1-800-USA-LEARN
www.cns.gov/areads

- **Corporation for National Service**

1201 New York Avenue, NW
Washington, D.C. 20525
1-800-94-ACORPS
www.cns.gov

- **Mentor: The National Mentoring Partnership**

1400 I Street, NW
Suite 850
Washington, D.C. 20005
(202) 729-4363
www.mentoring.org

➢ **Multicultural Resources**

The following books and video address the issues of multiculturalism and bilingualism in the classroom. They are recommended by teachers who teach in high school teaching career academies.

- Developing the Bilingual Learner (Video). (1998).

National Association for the Education of Young Children
1509 16th Street, NW
Washington, D.C. 20036
(800) 424-2460
www.naeyc.org

- Banks, James A. (Ed.) and Banks, Cherry A. (Contributor). (1997). **Multicultural Education: Issues and Perspectives. 3rd Edition.** John Wiley and Sons.

- Gonzales, Frank et al. (1995).

Starting Today…Steps to Success for Beginning Bilingual Educators. Intercultural Development Research Association.

- Jenkins, William. (1999)

Understanding and Educating African-American Children.
William Jenkins Enterprises.

➢ **Classroom Resources**

- Multiple Intelligences: Discovering the Giftedness in ALL (Video)

Multiple Intelligences and the Second Language Learner (Video)
The Seven Habits of Highly Ineffective Educators (Video)
National Staff Development Council
P.O. Box 240
Oxford, OH 45056
(513) 523-6029
www.nsdc.org/educatorindex.htm

- Classroom Management (Video)

Canter System
P.O. Box 2113
Santa Monica CA 90407-2113
(800) 254-9660
www.canter.net

- Cooper, James M. and Ryan, Kevin. (1998).

Those Who Can, Teach. Boston: Houghton Mifflin College.

- Danielson, Charlotte. (1996).

Enhancing Professional Practice: A Framework for Teaching.
Alexandria: Association for Supervision and Curriculum Development.

- Ellis, David. (1998).

Becoming a Master Student. Boston: Houghton Mifflin College.

- Farris, Pamela J. (1998).

Teaching, Bearing the Torch. New York: McGraw Hill College Division.

- McNergney, Robert F. and Herbert, Joanne M. (Contributor). (1997).

Foundations of Education: The Challenge of Professional Practice.
Needham Heights: Allyn and Bacon.

- Wong, Harry K. and Wong, Rosemary T. (1998).

The First Days of School. Sunnyvale: Harry K. Wong Publications.

- **Movies about Teaching**

Conrack. 1974. Based on Pat Conroy's *The Water is Wide.* Gentle, moving story about a white school teacher who works with a group of African-American youngsters off the coast of South Carolina.

Dangerous Minds. 1995. Based on an incredible true-life story of a first-time high school teacher assigned to a class of tough, but intelligent inner-city students.

Dead Poet Society: 1989. English teacher a boys' school inspires a love for literature in his students.

Lean on Me. 1989. A true story about a high school principal brought in as a last hope for the salvation of Eastside High School in Paterson, NJ.

Mr. Holland's Opus. 1995. A passionate musician reluctantly accepts a position as a high school music teacher, only to come to the realization that teaching is his true passion.

Music of the Heart. 1999. True story of one music teacher's efforts to create a violin program in a New York City school.

October Sky. 1999. Teacher inspires student from coal mining town to follow his passion for rocket building.

Stand and Deliver. 1987. Inspiring true story of Jaime Escalante's success teaching calculus in inner-city Los Angeles.

To Sir with Love. 1967. Also based on a true story, about a black teacher's first year teaching in an impoverished London neighborhood.

Up the Down Staircase. 1967. Film based on Bel Kaufman's perceptive best-selling novel about the experiences of a young teacher in a New York City high school.

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